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CHICAGO SCHOOLS JOURNAL

Volume XXXV

May-June, 1954

Nos. 9-10



CHICAGO SCHOOLS JOURNAL

An Educational Magazine for Chicago Teachers

Editorial Office: Chicago Teachers College, 6800 Stewart Avenue

Chicago 21, Illinois

Telephone: AB erdeen 4-3900

PUBLISHED BY THE BOARD OF EDUCATION

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INDIVIDUAL APPOINTMENT PLAN FOR COLLEGE DAY¹

MILDRED TAYLOR

FENGER HIGH SCHOOL

OUR College Day procedure represents a counseling service which we endeavor to give to the more than 40 per cent of our students who attend college each year. Several teachers have worked on the plan. Before the war, a senior division teacher assisted eligible pupils in applying for scholarships, filing college application blanks, and making contacts with colleges. Another teacher inaugurated the plan of establishing a day when representatives from all schools could visit and talk to seniors. To give students an opportunity to obtain information about specific colleges, a placement counselor assumed the responsibility of canvassing the Seniors to ascertain the college representatives they wished to have invited. Within a year or two he worked out the basic appointment plan which has been retained ever since because it has proved to be so successful in meeting our needs. Each year additions and changes have been made in order to make the experience most helpful to pupils and their parents.

College Day at Fenger provides for individual interviews with representatives of accredited universities and colleges. In order to schedule appointments and make preparations for the activities, College Day Aides are selected to work out the plans in advance and to assist the college counselors on College Day.

Because plans are made some weeks in advance and also because every effort is made to have the students alerted to the opportunity and have questions ready, much may be accomplished by college counselors in a ten to twenty minute interview. The students who report to them are sincere and eager to be informed;

since each student has only two interviews, if he requests one, he has made some tentative decisions regarding a college choice. These two facts stimulate the counselor to work intensively with individual students; the counselor realizes that his energy is not being dissipated among a group surging past his table.

The entire school co-operates to make College Day a success: the administration, the teachers, the librarians, the hall guards, and the students.

ADVANCE PREPARATIONS

The essentials of the plan are:

1. A poll of the Seniors is taken in order to discover the schools in which they are interested. If a student does not wish to state a specific university or college, he may indicate "large university" or "small college" so that he may receive general counseling that will be pertinent to his needs.

Name..... Div.

On College Day, I would like to have an appointment with the representative from each of the following schools:

1. 2.

or I have no choice of school, but I would like to talk to a representative of a (check)

Junior College.....

Small University.....

Technical or Engineering School.....

Large University.....

At present, the field that I am interested in is.....

2. From the result of this poll, invitations are sent to the colleges requested by five students or more.

3. College Day Aides are selected from among the senior girls. The girls wishing to serve as aides file application blanks and then the selection

¹Photographs by Simon Heitmeyer

is made from this group. One girl is selected to serve each college invited. This is the form used for this purpose:

APPLICATION FOR COLLEGE DAY AIDE

I wish to be considered for a College Day Aide. I understand that I must spend several periods a week prior to College Day in making up the appointment schedule and in other preparations.

I am interested in

Give first choice of college

or

Give second choice of college

Name..... Div.....

Division Teacher's O. K.....

4. College Day Aides give two appointments to each student for College Day. The student is given the appointments he requested if representatives are to be present. If not, the College Aide confers with the student and assists in locating two schools that are similar to those requested so that the student may get information about departments, program, and procedures.

5. Appointments are set up for each admissions counselor at ten-minute intervals throughout the day. Then a list of students, together with their rank in class and their vocational interest, is mailed to the counselor. In this way he may take along material of special interest to the students he is to meet. This letter also includes an invitation to the counselor to be the guest of the school at lunch.

6. Appointment tickets are prepared for each student; they serve as passes through the corridor and as excuses from classes for the interviews on College Day.

COLLEGE DAY	TEACHER'S
An interview for	STUB
..... Div.....	to appointment
has been scheduled with	scheduled for
.....representative
Time..... Date.....	on
(Use as pass and introduction card)

7. For six weeks prior to College Day an effort is made to acquaint students with opportunities available for education beyond high school. The placement counselor interviews prospective college students; the scholarship sponsor interviews those who might be candidates for scholarships and prepares a special display; and the library prepares bulletin board displays and material on colleges. Division teachers go over college cata-

logs with students who are interested. Many facilities around the school are used to disseminate information about colleges, such as the lunchroom bulletin board, case displays in the first floor foyer, a college "browsing table" in the library and in study halls; division room teachers distribute college booklets and brochures. The College Day sponsor confers with the College Day Aides and helps them to become informed about the particular college whose counselor they will assist. In this way, the aide is aware of the specific opportunities at the college and can inform a student before he has his interview. College counselors frequently mention the fact that this background of information possessed by the student helps them to make maximum use of the time allotted for the interview. The College Day sponsor works with division teachers throughout the school year, supplying them with information on new courses offered at schools most often selected by Fenger students, alerting them to entrance requirements at specific colleges, and furnishing them with college catalogs and view books that may be used with their division pupils in counseling.

8. Background information is supplied the counselor on the school population, the community, and the educational problems of the students to be interviewed.

9. Parents are invited to participate in the interviews. They meet their children in the first floor foyer about five minutes before the interview and they proceed to the library together.

10. Each student fills out a "College Plan Inquiry Blank" and presents it to the college counselor before the interview. This is a great time saver during the interview as the counselor may get some pertinent information by merely referring to the sheet.

The careful planning leads to a day which operates smoothly as the stage is set and pupils are prepared for the experience of "College Day."

COLLEGE DAY

On College Day the counselors are greeted by the principal, assistant principal, placement counselor, and College Day Aides when they arrive at 8:45 a. m. The aides escort the counselors to the library or the annex where they meet their first appointments. College Aides wear a flower so that students may identify them as those in charge; admissions counselors wear a name tag to make introduction easy.

COLLEGE PLAN INQUIRY

(If you request two College Day interviews, fill out two of these.)

1. Name..... Sex.....
2. How old will you be next June?..... years..... months.....
3. Home address..... Phone number.....
4. Parent's name.....
5. Parent's occupation.....
6. Father's business address.....
7. Church membership..... or preference.....
8. Do you plan to go to college next year?..... } in September.....
..... } in February.....
9. What type of college, school, or university do you have in mind?
- State university....., privately endowed university.....
- Large college....., small college.....
- Junior college....., woman's college.....
- Men's college....., co-educational.....
10. Geographical locality.....
11. Specific institutions.....
12. In what fields of study will you be interested?
- Agriculture....., Art....., Commerce and Business Administration.....
- Dentistry....., Engineering....., Home Economics....., Law.....
- Liberal Arts....., Medicine....., Music....., Nursing.....
- Physical Education....., Science....., Speech and Dramatics.....
- Teacher Training....., Journalism.....
13. Check activities in which you have participated:
- Football, Basketball, Track, Tennis
- Golf, Band, Orchestra, Glee Club
- A Cappella Choir....., School Paper, Dramatics, Year Book
- Debate, G. A. A., Others
14. What offices in student organizations have you held? (Class Officer, Captain of athletic team, etc.)
-
-
15. If you go to college, how many dollars per year will you have for your education?.....
16. Remarks:
-



College Materials Available in Library

During the day, teachers who are alumni of the represented schools stop in to speak to the counselors. The library staff co-operates by turning over their entire facilities to the conference and by being on hand to help whenever needed. Hall guards assist guests in finding their way about the building and students in getting to the proper appointment rooms.

Following the 9:00 a. m. to 12 noon conferences, the counselors are the guests of the school at a luncheon. The principal presides at the center table; community leaders and a few faculty members repre-



College Brochures Available on Browsing Table

senting various departments are invited to preside at the other tables. The principal gives a brief greeting and one of the musical organizations supplies incidental music. Other than this there is no formal program as the school desires to make this a time of relaxation and good fellowship for the college guests. Interviews are resumed at 1:00 p. m. and continue until 3:00 p. m. By working out the appointments carefully, about a thousand interviews can be held in one day.

REACTIONS

One counselor stated, "Students were



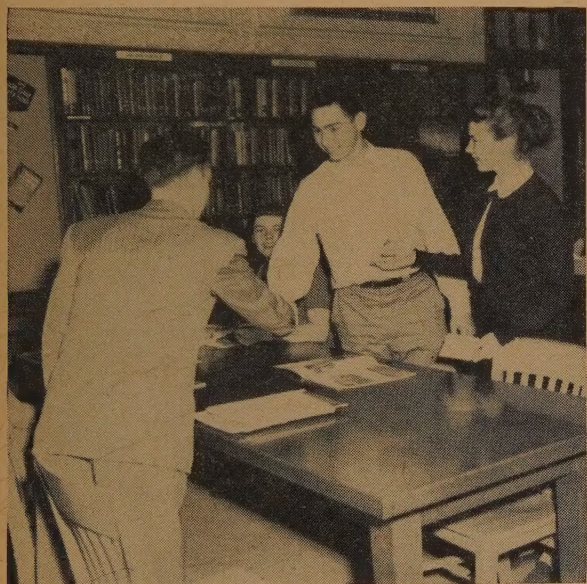
Aides Make Appointment Schedule

well-informed on the type of assistance which an educational representative could be expected to provide them and were enthusiastic and co-operative."

Another counselor wrote to say, "I was surprised at how much of the work was performed by students. This had been very carefully supervised and yet it was evident that the students were running it in an efficient manner with a large share of the responsibility delegated to them. The friendly, democratic, and happy atmosphere of the entire high school was remarkable. Students appeared poised,

appropriately dressed, interested, and enthusiastic."

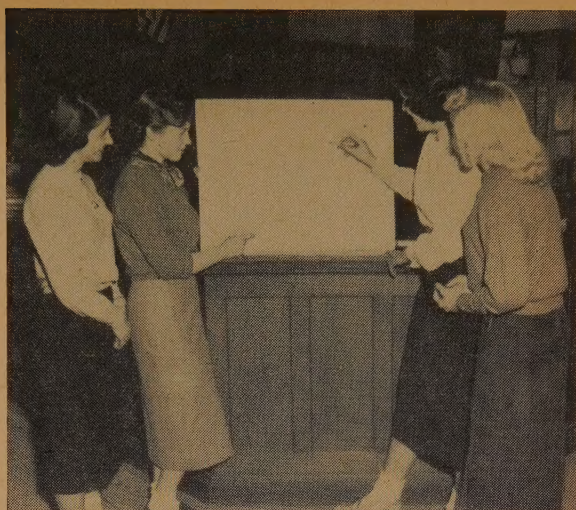
Another guest wrote to the principal, "The highest praise is due both you and the College Day sponsor for a splendidly organized College Day. As far as I was concerned, it was the finest that I have had the pleasure of attending. My little 'guardian angel', Roberta Carr, was courtesy personified and showed superlative efficiency. She had everyone of my appointees ready and waiting about thirty to forty-five seconds before the time the last appointment was completed."



Aide Introduces College Counselor and Student

And here are two other comments: "It is always a pleasure to participate in the Fenger College Day. The whole program is so well organized that I always have a sense of accomplishment at the end of the day. My aide, Lillian Carli, was very helpful and co-operative. The students with whom I talked were courteous, interested, and well informed."

"I have just finished with great interest the report of Mr. Howard Ivens of our faculty, who attended your College Day recently. Mr. Ivens was very enthusiastic with reference to the planning which must



Appointment Board in Library on College Day

have gone into the preparation for the day and the excellent way in which it was conducted."

Although College Day is held chiefly for Seniors, a few Juniors are admitted if they have specific questions they would like to have answered by the counselors. The Juniors who attend feel that for them, also, there is much to be gained from this opportunity to talk to representatives and to get information that is helpful in future plans.

This past year it was found expedient to include five or six veterans in the pro-



Posters Announcing Scholarships and Scholarship Tests

gram. These young men had contacted the placement counselor for information on colleges in September, just after they had been discharged. They were given an appointment with the representative of the school in which they were interested and so could get questions answered and complete details of enrollment within a brief period.

During the past three years much has been gained by having the placement counselors meet the college representatives at group meetings at which such topics as uniform records, scholarships,

and improving relations between college counselors and high schools have been considered. College counselors contact the school from time to time and communicate with the placement counselor and the scholarship sponsor regarding curriculum enlargement, additional scholarships, special summer programs, and fee changes.

Thus, by keeping the plan flexible and adapting the general procedure to our needs, we succeed in providing a program which is very helpful to our students.

EVALUATION OF ACHIEVEMENT IN GEOGRAPHY

ALDAN F. O'HEARN

PRINCIPAL OF THE WILLARD SCHOOL

GEOGRAPHY is a subject which is well established in the curriculum of the elementary school. There is evidence of a trend to combine it with history and civics in a broad subject area to be known as the social studies, which is taught as an entity. The trend has not been universally nor completely accepted; geography still receives individual attention from specialists in the field as well as from the classroom teacher. Geography is taught as a separate one-semester subject in the fourth, fifth, sixth, and eighth grades in the Chicago Public Schools although it is included in the Area of Learning entitled the Social Studies.

Evaluation of achievement in the various subject fields is one of the duties of the classroom teacher, the school administrator, and the central administration of a school system. Achievement in reading and arithmetic is considered of primary importance and receives the major attention. Achievement in the other subject matter fields frequently is not tested as intensively. There are several forms of standardized tests in reading and arithmetic which have been developed in

Chicago. They are administered periodically to all the elementary school pupils in the Chicago Public Schools. Achievement in geography is measured by teacher-made tests or by the geography achievement section of nationally distributed objective tests. There can be no assumption that the objectives of the Chicago Public Schools are necessarily the same as the objectives of a commercial objective test. A test constructed to measure the geography achievement of Chicago pupils in terms of instructional objectives current in Chicago would be a valuable aid in evaluating the curriculum. The construction of such a test and the evaluation of the results of that test are the subject of this article.¹

OBJECTIVES

The first task was to establish the objectives of instruction in geography in order to prepare the means of measuring their attainment. It was also necessary that the objectives should be phrased in a

¹Aldan F. O'Hearn, *An Evaluation of Geography Achievement of Grade VIII-A Chicago Public Schools Pupils in Terms of Objectives for Teaching Geography*, Unpublished Doctoral Dissertation, Loyola University, Chicago, Illinois, 1954.

manner that would facilitate deciding the extent to which the objectives had been achieved. The latter can be more easily accomplished when the objectives are stated in terms which refer to measurable behavior. It was necessary to survey the literature in order to establish a consensus of desirable objectives for teaching geography in the elementary school. These, combined with the explicit and what was assumed to be the implicit objectives in the Chicago *Areas of Learning*, were phrased in accord with the criterion of measurable behavior. The following objectives were the result of this effort. The capitalized phrases can be considered as the "short titles" of the individual objectives.

1. To provide experiences leading to a basic knowledge of PLACE GEOGRAPHY in terms of general location and relative importance of continents, nations, national subdivisions, and major geographical features.

2. To provide experiences leading to the comprehension of basic GEOGRAPHICAL TERMS and to their integration with the pupils' functional vocabularies.

3. To develop the ability to "THINK GEOGRAPHICALLY" in relating the problems of man, past and present, to the factors of his natural environment in terms of space, distance, topography, climate, natural resources, and plant and animal life.

4. To develop SKILL in using MAPS and GLOBES and to become familiar with the accepted symbols of map-makers so that factors of latitude and longitude, altitude, land masses, bodies of water, and rainfall, and their effects may be comprehended when maps and globes are studied.

5. To develop a favorable and sympathetic ATTITUDE towards the people and culture of all regions and the realization that differences and likenesses of people are frequently influenced by geographical factors.

6. To develop understanding that regional and national INTERDEPENDENCE are necessary outcomes of the attempts of man to equalize the differences in regional resources, climate, size of population, and technological development in order to obtain the variety of products characteristic of modern civilization.

7. To develop a favorable attitude towards programs of national and international CON-

SERVATION based on a knowledge of the irreplaceable nature of many of our natural resources and on a feeling of responsibility to ourselves and to posterity.

One other factor that affected the development of the above objectives was the recommendation of many authorities that objectives, in order to be useful, must be few in number. A comparatively short list of objectives can be referred to more easily from memory than a long list and is more likely to influence instruction than one of great length and many items.

CONSTRUCTION OF TESTS

A multiple-choice type of test was constructed to measure the extent to which a sample of Chicago pupils achieved the objectives. It was recognized that complete evaluation of achievement depends upon many instruments of measurement besides a formal test. Practical considerations influenced the decision to use this type of test as the instrument which would serve best under the circumstances. The test was designed to be machine-scored.

Each one of the one hundred test exercises was written to measure achievement in one of the objectives. Some of the exercises were found to refer to more than one objective.

There were fifty exercises which were related to the first objective, Place Geography. Examples of these test items are:

The continent which is nearest to the Philippine Islands is A) North America. B) South America. C) Africa. D) Asia.

Which one of the following states borders on Illinois? A) Minnesota. B) Ohio. C) Michigan. D) Missouri.

Examples of test items which were intended to measure achievement in the objective, Geographical Terms, are given below:

A narrow neck of land connecting two larger bodies of land is called A) a peninsula. B) a canal. C) a headland. D) an isthmus.

The city located on a peninsula is A) City J. B) City K. C) City N. D) City Q.

The latter question was based on a map of an hypothetical area which was used primarily to test the fourth objective, Map and Globe Skills. The exercise is an example of a test item which measured achievement in two objectives.

Achievement in the third objective, Thinking Geographically, was measured by test exercises such as the following:

The growth and development of countries which are farther north than the United States are hindered by their location because such countries usually A) have a short growing season. B) have no minerals. C) have no water power. D) have no forests.

Military men say that in a war the country which controls the large area in the center of a continent has an advantage over the enemy. Such a country is A) Spain. B) England. C) The Soviet Union. D) India.

Most of the test exercises which measured achievement in the fourth objective, Map and Globe Skills, were based on the map referred to earlier. Examples of these exercises are:

What city is located at 36° North Latitude and 81° West Longitude? A) City R. B) City Q. C) City K. D) City G.

The length of the mountain range is about A) 50 miles. B) 100 miles. C) 150 miles. D) 200 miles.

There were thirteen test items which were classified as being intended to measure achievement in the fifth objective, Attitudes. The pattern of the items was based on the concept that the study of geography will encourage a more objective judgment of people of other areas. Examples of these items are:

If a nation is prosperous and progressive it is usually due largely to A) favorable natural resources. B) the area of the nation. C) the size of the population. D) the size of its army.

The best aid that can be given to the people of a "backward" area is to A) lend money so that they can buy modern conveniences. B) encourage them to grow one big "money" crop. C) help them to develop natural resources as far as possible. D) move them to a more desirable area.

The sixth objective, Interdependence, had sixteen test items which measured the

extent to which it was achieved. Some of the items were considered to be related also to the third objective, Thinking Geographically. The first of the two test exercises stated below was in that category.

What is the principal reason why Australia probably will not develop completely? A) It is too far from other countries. B) It is below the Equator. C) It is too mountainous. D) Much of it is desert and useless for farming.

If the United States expects to export much to a foreign country it should also expect to A) increase the tourist trade to that country. B) refuse to do business with other countries. C) import from that country so that they can buy our products. D) ship our products in the ships of the other country.

The seventh objective, Conservation, was represented by ten test exercises which were constructed primarily to measure this particular objective. Examples of these test items are:

A farmer is practicing a form of conservation when he A) rotates his crops. B) concentrates on one crop. C) builds up his dairy herd. D) uses most of his land for pasture.

One probable result of cutting down forests and not replanting is A) more good land for farming. B) greater rainfall in the future. C) cheaper new houses. D) more floods and erosion.

The content of the test exercises was based upon the content of the *Chicago Course of Study* and the content of the approved geography textbooks used in Chicago. Restricting content in this manner tended to increase curricular validity. The vocabulary of the test was checked against the Thorndike word list. Opinions of classroom teachers and specialists in teaching geography were solicited and used. The 100 test items which were finally used were among those used in a preliminary form of the test given to 200 Grade 8A pupils. This preliminary test contained over 100 items. The results of the preliminary test were analyzed so that the final form would contain a minimum of errors. This final form was administered by the teachers of the pupils taking the test in the various schools.

There were uniform directions for administering the test as there are with most standardized objective tests.

METHOD OF ADMINISTERING TEST

Permission to administer the test to a sample of the Grade 8A pupils in Chicago was received from the Assistant Superintendent in Charge of Elementary Schools. Certain limitations and requirements were established. A maximum of 54 schools could be asked to co-operate, 6 in each of Chicago's 9 elementary school districts. Each district superintendent had the privilege of limiting the number of schools participating to 4 in his district. The 6 schools in each district were selected at random and the names presented to the district superintendents. Permission was then requested from the individual school principals. There were 337 elementary schools in Chicago at the time the test was given; 42 schools co-operated. The test was taken by 1,411 Grade 8A pupils. There were over 13,000 Grade 8A pupils in the Chicago schools at that time.

The test was administered during the last school week of April and the month of May, 1953. The Grade 8A pupils had virtually completed instruction in geography by that time. The mean, median, and standard deviation were calculated for the entire test as well as the mean and median for each co-operating school. The mean was 48.44, the median, 47.46, and the standard deviation was 17.12. Each school was rated according to its mean and the information sent to the individual school. Some of the schools had been asked to list the names and to estimate marks for the pupils in geography on a five-point scale. These marks were the basis of a correlation between the teachers' estimates of pupils' ability and scores made on the test by the same pupils. The test scores were changed into letter grades on the basis of deviation from the mean. The correlation was .66 and is indicative of the validity of the test.

Of the 1,411 answer sheets, 400 were

selected at random to serve as a sample. The sample answer sheets were used in determining the reliability of the test by using the split-half technique and the Spearman-Brown formula. The coefficient of correlation was .94. The sample sheets were also used in the test item analysis.² It was found that 91 of the 100 items had test item correlations of $+.20$ or better and were considered to be exercises which discriminated between the above median pupils and the below median pupils. The 400 answer sheets were divided into two groups for this purpose. Two hundred answer sheets which had scores above the median of the sample formed one group and 200 answer sheets which had scores below the median formed the other group for the purpose of determining the correlation. This analysis also indicated the number of correct responses for each item and the number was easily converted into percentages. Since each item was related to one or more of the objectives it was a rather simple matter to note the extent of achievement for each objective in terms of per cent of correct responses.

The mean of the sample was 48.88; the median, 47.65; and the standard deviation, 17.36. The mean and standard deviation of the sample were compared to the mean and the standard deviation, respectively, of the total population tested. The critical ratio of the differences between the means and the standard deviations indicated that there was no significant difference between the sample and the total population from which it was taken. It was assumed, therefore, that any evaluation that was applied to the data from the sample may be considered to apply generally to the total and that generalizations based on the results of the sample could apply also to the total.

Achievement of the seven objectives was determined by recording the per cent of

²Max D. Engelhart, "How Teachers Can Improve Their Tests," *Chicago Schools Journal*, XXV, September-December, 1943, 16-24.

correct response for each of the test items which were specifically related to the individual objectives. It was a simple task to make special note of the items which were answered by more than half or less than half of the pupils whose answer sheets were in the sample. Extremes of high achievement and low achievement were easily identified also and the items for which this was characteristic received special attention in the process of evaluation.

RECOMMENDATIONS

The recommendations resulting from the evaluation of test results are based upon conclusions reached from a study of the pattern of achievement for the whole test as well as for the individual objectives. The recommendations are not limited to achievement on specific test items. Emphasis on individual test exercises would mean that future instruction was to be aimed at increasing achievement on this test. In a field as comprehensive as geography many tests similar to the one used could be constructed with a completely different set of items for each test. The recommendations, therefore, are specific in relation to the achievement of the individual objectives but general insofar as any reference to the methods of instruction which might be used.

The recommendations are directed to the Chicago school system where the activity was carried on. Some of the recommendations have reference to curriculum construction; others to instructional procedures. It is possible, however, to make a universal application of many of the recommendations including those which apparently refer only to the Chicago school system. The technique used in developing the test, for example, can be of value to any one who has the same purpose in mind in any field of education. It can be used by the individual teacher as well as by administrative or supervisory units.

The general recommendations are:

1. That objectives for teaching geography in the Chicago Public Schools be determined and

stated in a form similar to the objectives which were stated earlier.

2. That a test be designed and constructed to measure achievement in geography in terms of the stated objectives and be made available to all elementary schools for the purpose of self-evaluation by the individual school. The test should have several equivalent forms.

3. That further research in this area be directed at evaluating the concepts represented in the last three objectives, Attitudes, Interdependence, and Conservation, in terms of comprehension and maturity of the pupils. These concepts are accepted as desirable but there is little information extant as to the method by which these concepts should be taught or how deeply they should be explored.

The specific recommendations are based on an evaluation of the test item analysis. They are:

1. That greater emphasis in teaching place geography and geographic thinking be placed on space relationships, the emphasis being along the lines suggested in the first objective, Place Geography, and the third objective, Geographic Thinking.

2. That instruction in map skills go beyond the basic skills of reading network, direction, and symbols to include the elements mentioned in the fourth objective, Map and Globe Skills. The results of this test indicated that the three basic skills were adequately developed.

3. That the pupils be oriented to their city and state in following the first and second recommendations since much of geography is based on the relationship of one place to another.

4. That the comprehension of geographical terms be improved by using maps or pictures to relate the geographical terms to the specific features they represent, rather than relying on verbal definitions alone.

5. That the geographical locations of places of international or national significance, such as Korea, should receive greater emphasis than the evidence from this test indicated they were being given. This emphasis will tend to improve learning in geography by making use of pupil interest.

The average score on the test was approximately 50 per cent of the maximum possible score. This fact was considered as supporting the validity of the test. If total scores alone were considered in evaluating achievement of the Chicago pupils it can be said that achievement for the

total group of pupils was satisfactory. The activity and the results of the activity which have been described were of value because evaluation of achievement was not based solely on total scores. The relationship of test exercises to the various objectives permitted a type of evaluation that is not possible where total scores alone are considered.

The recommendations do not imply that there should be more instruction in geography. They are intended to imply that the instruction in geography be more closely related to the broad objectives in teaching geography so that the same amount of time may be used more effectively.

WHY STUDY MATH?¹

GENERAL ELECTRIC COMPANY

DO YOU know what's going to become of you when you get out of high school?

If you don't, you'd better start thinking about it. Of course, maybe you *have* thought about it. Maybe you're planning to go to college. But if that's the case, it only changes the question a little: Do you know what's going to become of you when you get out of college?

By this time you're probably thinking: "So what?" The answer to that is this: "No matter what you plan to do when you get out of high school or college, you're probably going to need more mathematics."

Yes, let's face it. Unless you're an exception, you need more math. No matter whether you plan to go on to college or not, no matter what you plan to do after college, chances are you won't have enough math. For many of the fellows and girls who went through school ahead of you found out they didn't have enough math. So they had to make it up to take the courses they wanted or to get the jobs they wanted.

It's a lot harder to catch up on mathematics later on. The time to think about it is now, while you're still in junior or senior high school. If you start early enough, math shouldn't be much trouble at all. Trouble is, the fellows and girls in high school don't realize how important it is to get a good groundwork in math.

So we're going to try to explain it to you. First we're going to try to show you how important math is and why you're going to need it, no matter what you do after you finish school, and then we're going to try to show you that math isn't such a tough subject after all.

WHY MATH IS IMPORTANT

Mathematics is going to be important to you no matter who you are or what you expect to become after school. Some people don't need much; they can get along with nothing more than arithmetic. Others need more math — maybe algebra, or geometry, or both. Still others need a lot of math — things like trigonometry or calculus. Let's take a few cases. Let's start at the top and work back; let's start with the people who need a lot of math.

The world today is pretty complicated. It's changed a lot in the past 40 years. Forty years ago there weren't very many scientists and engineers; the world was only just beginning to realize how important science and engineering are. The automobile was just getting started. Airplanes were a novelty. Radio and television hadn't been born yet. Most homes had no electricity; they got their light from oil or gas, they cooked on a wood, coal, or gas stove, they kept their food in an ice-

¹Reprinted through the courtesy of the General Electric Company

box, and they washed their clothes in a wash tub with a hand scrubbing board.

So they didn't need very many technical people in those days. Over a third of all the people who worked were unskilled; they needed very little education—they worked mostly with their muscles, not their brains. Today, although there are still more unskilled workers than any other occupation, *their total number has dropped from 13,400,000 to 11,500,000, while the total number of people working has increased from 37,300,000 to 55,800,000!*

Meanwhile the number of skilled and semi-skilled workers went up over the same period. The skilled workers jumped from 4,364,000 to 7,632,000, and the semi-skilled workers doubled, jumping from 5,500,000 to 11,000,000.

Back in 1910 there were only 60,000 engineers in the whole United States. Only one out of every 621 people working was an engineer. That wasn't very many. But by 1950 the number of engineers had increased to 400,000—one out of every 139 persons working was an engineer.

WE NEED TRAINED PEOPLE

Yes, the world is pretty complicated today, compared to what it was 40 years ago. And it's getting more complicated all the time. This means that we have to have more and more specially trained people. We need them not only to work out the really tough problems of science like learning how to harness the power locked up in the atom—we need them not only to produce new and wonderful materials like plastics, to find new ways to conquer disease, to design the machines of industry and the labor-saving gadgets of the home—we need them more and more for the ordinary things of everyday life.

It takes special training nowadays to be a good carpenter, or a plumber, or an automobile mechanic. But those are simple compared to electronics. We used to think a radio serviceman had to have a

pretty special kind of training, but it's much tougher for a TV serviceman today.

Right now some of you who read this are probably thinking: "That's all right for technical people, but I want to be an artist, a druggist, or a nurse," or "I want to go in business for myself. What on earth good will math do me?" All right, let's see.

Most artists today go in for what artists call *applied* art. They want to use their ability to draw and paint in advertising, or interior decorating, or something that will pay them good money. But the people in business who hire the artists for that kind of work say that simple artistic ability is not enough any more. There are lots of fellows and girls with artistic ability, but not enough of them know anything about physics, or mechanical things—or mathematics.

To be a druggist you have to be a chemist. That means you have to study chemistry. And don't let anybody tell you that you can learn chemistry without knowing something about algebra.

How about a nurse? One of the required subjects in a course of nursing in a modern hospital is known as *Materia Medica*. And one of the things you'll learn in *Materia Medica* is how to figure out doses and solutions of medicines and similar things. Algebra is important in doing the figuring. Too many nurses flunk out of the course nowadays because their math is weak.

It's the same thing with a trade. Whether you want to be a draftsman, a machinist, a molder, or a pattern-maker, you'll find out that you need algebra and geometry, plus other things like trigonometry.

Even if you want to go in business for yourself, you'll still need math. For business today, whether it's running the little gas station at the corner or the big factory down by the river, takes good management and good management takes mathematics.

But most important of all needs for mathematics are the needs of those who are going to keep up the wonderful progress we're making these days in science and engineering. There's a great demand for such technically trained people. They're needed in the offices and factories that turn out the things we need in peacetime and develop new ones for tomorrow. And our military forces need them, too — badly.

WAR IS COMPLICATED

For war is a very complicated business, also. It isn't like the old days, when big armies met in battle and slugged it out hand-to-hand. Nowadays a war is fought with airplanes and battleships and tanks and radar and atom bombs. We fight our wars as much with machines as we do with men, and we need men with special training to run the machines. We need them to pilot the planes, to operate the radar, to control the gun turrets on bombers and battleships with such accuracy that even the rotation of the earth is sometimes taken into account.

The people who run our business and military affairs know how badly we need people with special technical training, and they're doing everything they can to persuade more people to get that training. For there just aren't enough trained people to go around. The jobs are there, waiting for them when they get out of high school or college, but not enough fellows and girls are studying the right things.

Trouble is, they don't start early enough. This means that, if you want to be an engineer or a scientist or almost anything at all these days out of the ordinary, you've got to start thinking of it now, while there's still a chance to study those subjects you need to start with. And the most important of these rock-bottom subjects is mathematics.

But the fellows and girls in high school aren't getting enough math. The United States Office of Education says that only

20 per cent of all high school students are taking math. Why so few?

There are probably a number of reasons. Maybe you, like many others, don't think you're going to need math in the work you're going to do. And it's true that there are plenty of jobs open where you don't need anything but just plain arithmetic. An athlete, for example, or a farmhand, or a sales clerk, or the operator of a telephone switchboard. There's still a big need for people who are skillful with their hands or who have strong muscles.

WHAT ABOUT COMPUTERS

Maybe you've read about those wonderful computers or calculating machines that are being built today — machines that work by electronics to do all sorts of complicated problems in mathematics at terrific speeds. Maybe you think we should let those machines do our math problems. If you do, you haven't got the right story about the computers.

The point is that a computer is no better than the human mind that designed it or the human mind that runs it. It has to have a mathematician to run it. The only difference between the man and the computer is that the machine works faster. Somebody has to analyze the problem, "set it up," and feed it into the machine before the machine can solve it. (We'll tell you more about this business of analyzing later on.) Computers are a big help — but don't think we can leave it to machines to do all our math for us.

There's still another angle you shouldn't forget. True, you can get along these days without much more than simple arithmetic if you're not particularly ambitious, but there are lots of times that more math would be a big help to you in your everyday affairs.

A famous British mathematician says that we live surrounded by figures — cooking recipes, railway timetables, unemployment insurance, fines, taxes, war debts, schedules of working hours, speed

limits, bowling averages, betting odds, calories, automobile and truck weights, temperatures, rainfall, hours of sunshine, miles per gallon, electricity and gas meter readings, bank interest, parcel post and freight rates, radio wave lengths, automobile and bicycle tire pressures, and many more. And we need to know how to use our figures. Let's take a very simple example.

Suppose you have to drive somebody to the station to catch a train. The station is two miles away, and you have four minutes to get there before the train leaves. You start out in the car, and you drive the first mile at 15 miles an hour. Then all of a sudden you realize you'd better speed up if you want to make it. How fast do you have to drive that second mile in order to get there before the train leaves?

Don't spend too much time figuring it out, for there's a catch in it. No matter how fast you go, you can't make it. You used up your whole four minutes driving that first mile. But the point is that it takes algebra to solve a simple problem like this. Anybody who's had elementary algebra should know right away that he should drive faster than 15 miles an hour to make the train.

There are lots more cases in everyday life where simple arithmetic is not enough, and more math would be a great help. A little application of the principles of geometry, for example, would help you in parking the family car. If you play baseball and want to hit a home run, you might wonder which is more important, a heavier bat or hitting the ball harder. There's a mathematical formula in physics which tells you that it's more important to hit the ball harder.

When you get married and set up housekeeping, there will be lots of times when you could use a little more math to help you solve everyday problems. You may want to figure out whether it's worth while to turn down the thermostat at night when you go to bed, so the furnace

won't use so much fuel. But you'd probably have to use some advanced math like the calculus in order to find out whether you'd really save fuel or not.

WHO SITS WHERE?

Take a simple little thing like figuring out who sits where at a dinner party. You're going to have six people at the table. Believe it or not, there are 720 different seating arrangements for six people! Figuring out things like that is easy — if you have enough math.

Take the case of the fellow in Milwaukee not so long ago who was picked up by a motorcycle cop for speeding. The cop didn't check the speed on his speedometer; he was stationed at a street corner and he guessed the speed. They went before the judge in police court and the driver of the car got the cop to admit that the car had stopped for a traffic light just before the arrest was made. The driver then proved to the judge *by mathematics* that no car in existence could have picked up speed fast enough to be exceeding the speed limit where the cop was stationed. And the judge let him off.

But there's still one more reason why you should study more math now, while you still can get the ground-work. Even if you aren't going to need more than arithmetic in your job when you get out of school, even if you decide you can get along with just arithmetic in solving your everyday problems, you still may be the kind of person who needs to know something about advanced math to get the most out of life.

Now some people are satisfied to go on living from day to day, having a good time but not caring much about anything else. But there are lots of people who aren't content to live that kind of life. They're interested in life, and other people, and what makes the wheels go around — what makes it rain or snow, what the stars are, or what makes radio and TV work. Such people are just plain curious about things. They like to learn as much as they can,

because they're interested in everything that goes on.

Trouble is, if you're that kind of person, you almost have to learn something about the more advanced branches of math if you want to understand the things you get curious about. Algebra and geometry are so important to an all-round education that it's hard to get through high school without taking those subjects. And many colleges make you study more than that just for a general all-round education.

If you want to learn something about astronomy and how it's possible to measure the distances to the sun or the moon or the stars, you've got to know something about trigonometry. If you want to understand the laws which govern the workings of the universe which includes our earth, the sun, and all the stars, you have to understand the calculus.

Suppose you're interested in economics. That's the study of such things as inflation and banking, whether we're going to have enough food or gadgets or machines to go round, and what we're going to use for money. The fellows who study economics are great ones to use statistics, and in order to make their statistics easy to understand, they make graphs or curves of them. This comes under the subject of analytical geometry — a handy subject to know if you're interested in economics.

A BRICK PROBLEM

Before we finish thinking about the importance of knowing more mathematics than just simple arithmetic, let's take one more example of the use of math to solve a simple problem. The problem is the sort of thing that might come up in one way or another to bother anybody nowadays. Although it might be about anything from shoes to automobiles, let's use bricks for example. This is our brick problem: a brick weighs 10 pounds plus a half a brick; how much do two bricks weigh?

Now actually there are three ways to solve that problem. The hardest way is

the way a fellow would do it if he didn't know any more math than simple arithmetic. We could call this the guessing method. By this method, you'd say that one brick must weigh more than 10 pounds — perhaps 12 pounds. But we were told that a brick weighs 10 pounds plus a half a brick, and if one brick weighs 12 pounds, a half a brick weighs 6 pounds, and 10 pounds plus 6 pounds is 16 pounds, not 12.

So we try again. If we try 15 pounds next, we find it still doesn't work, for then 10 pounds plus a half a brick ($7\frac{1}{2}$ pounds) would be $17\frac{1}{2}$ pounds. Not until we try 20 pounds do we find that it works, for then 10 pounds plus a half a brick equals 20 pounds. This makes two bricks weigh 40 pounds, which is the right answer.

An easier way to solve the problem is to do it with algebra. If we let x equal the weight of one brick, then we can set up a simple equation and solve it like this:

$$\begin{aligned}x &= 10 + \frac{1}{2}x \\x - \frac{1}{2}x &= 10 \\ \frac{1}{2}x &= 10 \\x &= 20 \\2x &= 40\end{aligned}$$

In other words, two bricks weigh 40 pounds, which is the same answer we got by the guessing method.

There's still a third way to do it. It's the easiest one of all. To anyone well grounded in math, particularly algebra, this problem is so simple that he sees the essentials right away; he can figure it out in his head. He may be unconsciously doing it by algebra, but if you were to ask him how he did it, chances are he wouldn't say he used algebra at all but just common sense or logic.

And that's the beautiful part of a good groundwork in math. It helps you to think things out logically. For mathematics is just an application of the principles of logic.

WHAT IS MATH, ANYWAY?

And this brings up a question that ought to be answered right now: What is mathematics, anyway? A lot of people have a completely wrong idea about the answer. Some folks think of math as something that's terribly hard to learn, something mysterious, something that only "brains" and geniuses can get good marks in. Well, if that's the way you feel about math, you're wrong.

When you come right down to it, all — or nearly all — of mathematics, no matter how advanced, no matter how strange it may seem, is just the four simple parts of arithmetic: addition, subtraction, multiplication, and division. The more advanced branches of mathematics teach you how to use these four parts of arithmetic to solve harder problems, and they teach you how to do those four things *fast*.

For we use the simple kinds of math as stepping stones to reach the more complicated kinds. Once we learn addition, subtraction, multiplication, and division, it's easy to learn algebra. Once we learn algebra, it's easy to learn geometry. Logarithms are just a kind of short cut to help solve problems in arithmetic. Algebra's another short cut.

Geometry, however, isn't really mathematics at all. It's the logical study of the shapes and sizes of things. We just use math in figuring out the measurements and capacities of geometrical figures — how big they are or how much you can put into them.

Trigonometry is the next stepping stone after geometry. It uses some of the things we learned in geometry as tools for measuring distances. With trigonometry we can do surveying — or we can measure the distance from the earth to the moon, the sun, or even some of the stars. But when you solve a problem in trig, you still use arithmetic: addition, subtraction, multiplication, and division.

The calculus is a very wonderful branch of math. While geometry and trigonometry are used to figure out problems about

things that are standing still, so to speak, the calculus is used to solve problems about things that are always changing, like the speed of a bomb dropping out of an airplane. Yet the calculus is just a more elaborate method of using addition, subtraction, multiplication, and division.

One kind of math that often scares those who don't know much or anything about it is the use of formulas and symbols. They look strange to us, and because we don't know what they mean, they may scare us a little. But there's really nothing to be scared of, for such things are just a kind of shorthand which mathematicians, scientists, and engineers use. They use them as a simple way of writing complicated ideas or methods of solving problems.

SERVE THE PI

Probably the best known of these is the Greek letter pi. If you've studied geometry, you know it's the number of times that the diameter of a circle can be divided into its circumference — about $3 \frac{1}{7}$ times, roughly speaking. The actual figure is a very complicated number, for when you divide the circumference of a circle by its diameter it never comes out exactly; the answer keeps running on and on to more and more decimal places.² So, because it's impossible to write it down exactly, we use a symbol for it. Although this symbol, pi, has many other uses in mathematics, most people know, when they see it, that it means the number of times the diameter of a circle can be divided into its circumference.

It's the same way with other symbols. Every one of them is just a kind of shorthand for something longer and more complicated. When you get a mark of A — or maybe F — on an examination paper or your report card, it tells you how well you did. If it weren't for the symbol, somebody might have to write a lot of words

²Here's pi to ten places: 3.1415926535. Although mathematicians have figured out its value to over 1000 decimal places, no more than ten decimal places are ever needed for the most precise work.

like: "This is a very good paper," or "This student didn't pass."

That's the way it is with all the signs and symbols of math. Every one of them means something long or complicated, and it saves time and space to use the symbol.

Don't think that the mathematicians and engineers and scientists can understand all the symbols. Some of the signs, of course, like pi, are pretty well known. But many of them are used only by people in special kinds of work, and people in other kinds of work may not know any more about what the signs mean than you do.

Formulas are used in the same way. People who study physics have proved by experiments that, if you're trying to knock a home run, it's more important to hit harder than it is to use a heavier bat. They've figured out just what difference it makes when you use something heavier to hit with, and how much difference it makes when you hit harder.

When you hit with something twice as heavy, it does twice as much good. But when you hit twice as hard, it does four times as much good. When you hit with something three times as heavy, it does three times as much good. But when you hit three times as hard, it does nine times as much good.

It wouldn't be easy to remember how much difference it makes, depending on whether you hit harder (increase the velocity, that is) or use something heavier, if it weren't for this simple little formula:

$$E = \frac{MV^2}{2}$$

The formula may look strange to you, but don't let it scare you just because of that. It's just a combination of signs arranged in the form of an equation in algebra. Each of the signs has a pretty simple meaning. If you know the meanings, you can read them just as you read a sentence in English.

Translated into English, that formula says: Energy (E) equals half the product of the mass (M) times the square of the velocity (V).

You can translate it still more if you want to. But the point is, that compact little formula is a very quick and convenient way of saying a much more complicated thing. And if it weren't for algebra, we wouldn't be able to say it so quickly or so simply.

So it amounts to this: if you know what the signs mean, and you have studied algebra, you can understand what most of those strange formulas mean. And when you understand that, you'll realize all of a sudden that most of the strangeness of higher mathematics or subjects like physics, or chemistry, or electrical engineering is caused by the strange symbols and formulas that are used. If you learn what the symbols and formulas mean, those things won't seem anywhere near so strange. You'll find they don't scare you anywhere near as much.

SO FAR, SO GOOD

Now that we've gotten this far, let's stop a moment and get our bearings. If you've understood what's been said, you know these things:

1. The world today is complicated.
2. That means we need lots more people with special training.
3. That means we'll all need more math.
4. Mathematics can help us even if we don't need it in our jobs.
5. All math is based on simple arithmetic.
6. Most all math is just special ways of using arithmetic or of doing arithmetic fast.
7. Much of the strangeness of math is caused by the symbols and formulas, and they're just a convenient sign language.

Before we finish thinking about what math is and how we use it, let's think about one more thing that we learn when we learn math: analysis. When we have a problem, or something happens, and we have to figure out what to do, that's called analysis.

Your arithmetic, your algebra, your geometry, trigonometry, calculus, and other branches of math are the tools you use to solve problems. But you can't use the tools unless you analyze your problem first to see what you've got, what you need to do, and how you should do it. Analysis tells you which tools to use, and how to use them, in solving your problem.

Analysis is the most important part of mathematics. Anybody can learn to use the tools, but unless he learns analysis, he'll never be able to solve problems, even the simplest ones.

If we want to know what per cent 48 is of 60, it's analysis that tells us to divide 48 by 60 to get the answer (80%). In solving that problem of the brick that weighed 10 pounds plus a half a brick, it was analysis which made us decide whether to use the guessing method or algebra. And if we were really good at analysis, we solved it while we were analyzing it.

For that's where analysis gets particularly worthwhile—when we have such a good grounding in math that we learn to be really sharp in analyzing our problems. And when you remember that analysis is just intelligent, logical thinking, why then you'll begin to see one of the most important things about learning a lot of math. That is: the more math you get, the better you'll be able to think.

Professor Bailey of the University of Michigan said something about that in an article he wrote not long ago. He said that education is mainly along three lines: (1) learning facts; (2) learning to get along with other people; and (3) learning to think better. The first two are not very hard—even a dog can do them. A dog, for example, learns such facts as where his home is, who his master is, and when he gets fed. He also learns to get along

with people—if he's had any training, that is.

CAN A DOG THINK?

But when it comes to the job of learning to think better, that's too much to expect of a dog. Many people believe that a dog can't even think in the first place—that thinking is something that's done only by human beings. All human beings think, but some do a lot more of it, or do it better, than others.

Professor Bailey wondered what it was that made some people think better than others. He said the first thing necessary to be a thinker was to be born that way, like Benjamin Franklin or Thomas A. Edison. *They* didn't have to be taught to think.

But that doesn't mean people can't be taught to think—or think better. Professor Bailey gave the names of some great examples of well-educated people—Elihu Thomson, Steinmetz, Langmuir, Coolidge. Their education, far from interfering with their ability to think, must have been a great help to their thinking ability.

Then Professor Bailey asks what studies in school help most to develop the habit of thinking. And the first of these, he says, is arithmetic. In the study of arithmetic the student is made to think logically and accurately—probably for the first time! And its pretty well agreed that the more math you get the more logically you think.

So it's to your advantage to study as much math as you can, while you still have the chance. And the best time to get a good groundwork in math is while you're still in junior and senior high school. You'll find it much easier to get through college if you get a good grounding in math now. It will help you to get a better job afterwards, too. Most important of all, it will help you to think better and to get the most out of life.

PENNSBURY¹

NORMAN B. WILKINSON

ASSISTANT STATE HISTORIAN OF THE COMMONWEALTH OF PENNSYLVANIA

*Of cities and towns of concourse beware; the world is
apt to stick close to those who have lived and got wealth
there; a country life and estate I like best for my children.*

THESE words of admonition were addressed to his children by William Penn, founder of the province of Pennsylvania, shortly before his departure for America. What Penn wanted for his children he sought also for himself. Within a year after his arrival in Pennsylvania he purchased from the Indians a large tract of land in Bucks County fronting on the Delaware River. Here, across the river from Burlington Friends Meeting, Penn

Penn began to develop his country estate during his first trip to the colony in the early 1680's. Delighted with the riverfront site, about twenty-four miles northeast of Philadelphia, he planned an establishment in keeping with his position as Proprietor of Pennsylvania. The pleas-



Photograph by Charles P. Mills and Sons
Manor House



Photograph by Pennsylvania State Department of Commerce,
Harrisburg, Pennsylvania.
Rear of Manor House

planned his country home, his "Plantation at Pennsbury."

Today's visitor to Pennsbury, crossing its broad fields, inspecting the Bake and Brew House, the Smoke House, the Barn and Stables, catching the scents of herb and flower gardens, and walking through the charmingly furnished rooms of the Manor House, marvels at its quiet beauty and remarkable state of preservation. But Pennsbury is no miracle of longevity. It is rather a fine example of authentic historical restoration.

ure of supervising its construction was soon cut short, however, for Penn had to return to England in the summer of 1684. His steward, James Harrison, was entrusted with the work, and from Penn in England there quickly flowed a steady stream of letters with explicit instructions about the

¹Other Journal articles on restorations are "Colonial Williamsburg," by Robert L. Hoke, March-April, 1950; "Old Sturbridge Village," by Earle W. Newton, May-June, 1951; "Preserving Our Historic Sites," by U. S. Grant, 3rd, September-October, 1951; "Historic Monticello," by William H. Wranek, January-February, 1952; and "George Mason and Gunston Hall," by Max D. Engelhart, November-December, 1952.



Photograph by Pennsylvania State Department of Commerce,
Harrisburg, Pennsylvania.
Main Dining Room

buildings and the arrangement of gardens, lawns, and orchard. In one letter the Proprietor informed Harrison, "I would have steps at the water side, and out of one court into another lay'd, also at the door." He further stated he wanted "a good pair of stairs at the landing and a handsome walk to the house. Twenty young poplars, about 18 inches round, beheaded to twenty foot should be planted in a walk below the steps to the water." To aid his steward, Penn in 1685 sent over a skilled gardener to lay out the gardens and lawns.

Affairs in England, including the temporary loss of his colony, kept Penn at home until 1699. In that year he returned with his family to Pennsylvania, and for long periods they were in residence at his beloved Pennsbury. The Penn home became the scene of many a festive occasion. Colonial notables and dignitaries were en-

tertained in suitable style; leaders of the Society of Friends found a ready welcome, and visiting Indians shared Penn's hospitality. A large retinue of servants waited upon the Penns and their guests; the manor records reveal that truly astonishing quantities of food were eaten. Pennsbury was a place of hospitable magnificence. Some treaties with the Indians were negotiated here. In 1701 the Proprietor studied and approved the Charter of Privileges, a document that served as the constitution of Pennsylvania until the American Revolution.

New buildings were added and renovations made under the direction of Penn and his wife Hannah. When the Manor House was finished it was an imposing structure of brick and white clapboard, sixty feet long and forty feet wide, located on an elevation of fifteen feet above the

tide and facing out upon the placid Delaware.

But Pennsbury's time of glory was brief. It must have saddened Penn to learn that his family was not happy in America. His children's dislike for colonial life—and Pennsbury was isolated at the edge of a forest wilderness—compelled his return to England late in 1701. It was a timely return, for Penn was again being threatened with the loss of his province.

For a time Pennsbury was occupied by the Penn stewards, and then, it is believed, the property was leased for a rental of forty pounds a year. Many years passed when it stood gaunt and empty, roof fallen in, windows gone, and woodwork rotting. A traveler pausing to look at it in 1797 described the Manor House as an "ancient pile, some of the very thick walls still remaining, the lintel that was over the door lays near the ruins dated W 83 P scarcely



Smokehouse and Office

Photograph by Charles P. Mills and Sons



Herb and Kitchen Gardens

Photograph by Charles P. Mills and Sons

legible." Time and vandalism took their toll of these few remaining vestiges. Pennsbury became little more than a name.

MANOR RESTORED

About twenty-five years ago a number of persons conceived a plan to restore Pennsbury Manor as a memorial to William Penn, a memorial long neglected. Many hands readily bent to the task: Quakers, the Welcome Society, historical groups, patriotic societies, women's clubs, countless individuals, and the Commonwealth of Pennsylvania. A business firm deeded the site and an adjoining ten acres of land to the State, and in the early 1930's extensive archeological work was done as the first step toward restoration. Penn's own correspondence and business papers were invaluable sources of information for the architects, builders, decorators, and gardeners who reconstructed and furnished the buildings and laid out the grounds to create anew the Pennsbury of William Penn. By midsummer of 1939 the task was done, and the Pennsbury Manor memorial was dedicated and placed

under the care of the Pennsylvania Historical and Museum Commission.

The visitor to Pennsbury should approach it from the river and step ashore at the landing, as Penn did after being rowed upstream from Philadelphia. Stroll leisurely up the poplar-lined walk through two levels of trim formal gardens. Then enter the Manor House through the chaste white paneled door above which is the lintel with the inscription W 83 P.

A quiet serenity, the hallmark of Quakerism, pervades the Manor House. Flowers from the garden grace a table in the Great Hall. On the right is the family parlor, or Best Room, where Hannah Penn and daughter Letitia spent many hours sewing, weaving, and reading. Across the hall is the Proprietor's Reception Room where, as Governor, Penn greeted official visitors. Opening from the Reception Room is an inner room, a Withdrawing Room, or study, a secluded spot where Penn read, wrote, and prayed. The Great Room, or Banquet Hall, connects with the pantries and warming kitchen which are only a few steps away from the



A Corner of the Garden

Photograph by Charles P. Mills and Sons

Bake and Brew House. In the Banquet Hall is a large oak refectory table set with pewter and silver. Along one side of it are spindle, square-backed chairs for the parents, and opposite stands a long bench on which the children sat. Sometimes the Great Room was used as a place of worship for Friends before nearby Fallsington meetinghouse was built. At the rear end of the center hall the upper half of a Dutch door opens upon a beautiful vista of neat lawns, flanked by a driveway and stables on the far side.

On the second floor are four bedrooms and a nursery. The nursery was that of the Proprietor's son John, his only child born in America. The beds are made of oak or poplar with high canopies and covered with hand-woven bedspreads. One room is a guest chamber, and on the third floor are several more spare bedrooms and a large storeroom.

Throughout the Manor House, the paneled or plastered walls, the polished oak floors, rugs, draperies, furniture, hardware—all details—are as authentic to

the periods spanned by Penn's life as the combined judgment of experts could make them. A highboy in the guest room is the only piece of furniture known to have been in the original Manor House. One desk and a cradle are exact copies of pieces used by the Penns when at Pennsbury.

Equal care has been taken to reproduce the walks, lawns, trees, shrubbery, flowers, and orchard, corresponding to Penn's instructions to his steward and gardener. Back of the Bake and Brew House are herb and vegetable gardens where thyme, marjoram, lavender, carrots, beets, strawberries, and other plants grow in quantity. A dipping well stands at the center of the herb garden. In the cool of evening the Lady of the Manor dipped water to sprinkle her plants. Beyond a white picket fence blooms a flower garden, scenting the air with odors of violets, trillium, pansies, hepatica, and phlox. From the garden a spacious lawn sweeps gracefully down toward the Delaware. Walnut, hazelnut, poplar, hawthorne, shrubs, holly and evergreen trees, all Penn's choices,

have been planted where he had once designated. Grapes grow profusely in the vineyard, and a fruit orchard is now maturing on the west side of the manor just beyond the fieldstone barn. Two of its flourishing apple trees, presented by the Royal Horticultural Society, are scions of that renowned tree under which Isaac Newton sat and received inspiration. The apples growing on these would be very familiar to Penn. The rear driveway to the Manor House is bordered with black cherry trees, for this was his favorite fruit. The barn now stores garden and lawn equipment, but in Penn's day twelve horses were stabled here, one of which was his famous

Tamerlane. In neat dress of brick and white-painted clapboard the smaller Plantation Office, Smoke House, Larder, and Bake and Brew House cluster about the rear of the Manor House.

This is Pennsbury Manor, a lovely enduring memorial to Pennsylvania's founder. A memorial to a quiet, earnest Quaker gentleman who believed passionately in honesty, sincerity, tolerance, justice, and democratic government. By his life and writings he illuminated the ideals of individual dignity, human understanding, and a way of peace toward which mankind is still groping.

READING FOR DEMOCRACY¹

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS

THIS Reading for Democracy Book-list has been prepared by experts in the field of human relations in the world of books. Characteristic of all NCCJ projects, the judges were selected from the Catholic, Protestant, and Jewish faiths.

Books listed here are for young and old, of wide and general interest. They have this important attribute in common: each book presents effectively a good human relations point of view. You will find a wealth of good reading here!

FOR YOUNGEST READERS

A Garden We Planted Together. Prepared by United Nations Department of Public Information. Whittlesey House, \$2.00.

Primer describing United Nations work; shows aim to make the world a better place for all.

Follow the Sunset. By Herman and Nina Schneider. Doubleday, \$2.75.

Develops the theme that mothers, fathers, and children are really the same around the world.

I Decided. By Miss Frances (Horwich). Rand-McNally, 25 cents.

Helps the youngest child learn the need to make decisions.

Song of the Sun. By Elizabeth Orton Jones. Macmillan, \$2.75.

St. Francis and the Wolf. By Hetty Burlingame Beatty. Houghton Mifflin, \$2.50.

Two beautiful books for all ages. First illustrates *Canticle of the Sun*; second, the story of Gubbio and includes the prayer of St. Francis.

The Mission Bell. By Leo Politi. Scribners, \$2.25.

Father Serra's mission to the Indians in California as seen by Indian boy interpreter.

Tommy and Dee-Dee. By Yen Liang. Oxford University Press, \$1.50.

Makes small American children feel closer to their small foreign counterparts.

We Are a Family. By Inez Hogan. Dutton, \$2.75.

Stories making child feel he belongs in a group, a family.

FOR INTERMEDIATE READERS

First Book of Israel. By Nora B. Kubie. Watts, \$1.75.

An introduction to one of the world's newest, and oldest, nations. Describes Jewish people and holy places from the time of Moses to the present.

¹Prepared by Children's and Adult Book Committees. Lucille Pannell and Emmett Dedman, Chairmen.

Holiday Story Book. Compiled by the Child Study Association. Crowell, \$3.00.

Stories about the excitement and importance of religious, patriotic, and just family celebration holidays.

In Clean Hay. By Eric P. Kelly. Macmillan, \$1.25.

A lovely story of Christmas and brotherhood in Poland.

Ladycake Farm. By Mabel Leigh Hunt. Lipincott, \$2.25.

A delightful story describing how white and Negro neighbors enjoy and help one another.

Magic Maize. By Mary and Conrad Buff. Houghton Mifflin, \$3.00.

Fabian, a Mayan boy, learns to accept and understand the ways of the foreigner.

Pierre Comes to P. S. 20. By Helen Train Hilles. Messner, \$1.50.

Pierre, son of a French chef, becomes happy in his new country when he makes a contribution to American life.

Pilgrimage to Freedom. By John Cournos and Sybil Norton. Holt, \$2.50.

Brave Roger Williams once stood alone in his crusade for freedom; today entire nations like to preserve those same principles.

A Present from Rosita. By Celeste Edell. Messner, \$2.75.

Warmly told story about an appealing Puerto Rican family adjusting to New York life.

Pudge. By Irma Simonton Black. Holiday House, \$2.50.

Games, hobbies, and mysteries during the summer make unfriendly, pugnacious schoolmates learn to understand one another.

The Animals' Conference. By Erich Kastner. Illustrator, Walter Trier. McKay, \$2.75.

A delightfully illustrated story about the animals meeting to save the world for tomorrow's children.

The Colonel's Squad. By Alf Evers. Macmillan, \$2.75.

An American colonel and his adopted family of five refugee children.

The Story of Peace and War. By Tom Galt. Crowell, \$2.75.

The Story of People. By May Edell. Little, Brown, \$3.00.

Books convincing the reader that all men are brothers and all mankind is capable of contributing to greater world civilization.

The Wooden Locket. By Alice Alison Lide and Margaret Alison Johansen. Viking, \$2.50.

New Polish family in America, coming empty handed to a land of plenty, learn they have much to give and teach in exchange for hospitality and kindness.

Thirty-one Brothers and Sisters. By Reba Paeff Mirsky. Wilcox and Follett, \$2.95.

American ten-year-olds will find Nomusa, a Zulu girl, much like themselves even though her home is an African hut, her father a chief with six wives, and she has thirty-one brothers and sisters.

Tinker's Tim and the Witches. By Bertha C. Anderson. Little, Brown, \$2.75.

A witchcraft tale of old Salem showing how injustice and heartbreak stem from fear and ignorance.

Told Under Spacious Skies. Selected stories by Literature Committee of Association for Childhood Education. Macmillan, \$3.00.

Creates greater understanding about varied patterns of life existing in U. S. A. and the courage and self-reliance of its families.

FOR OLDER READERS

Big Tiger and Christian. By Fritz Muhlenweg. Pantheon, \$4.95.

Thrilling adventures of a Chinese boy and his white friend, modern Marco Polos, in Mongolian desert.

Birthdays of Freedom. By Genevieve Foster. Scribners, \$2.75.

Graphic portrayal of America's heritage of freedom, beginning with signing of Declaration of Independence and flashing back to "birthdays of freedom" in the ancient world.

A Cap for Mary Ellis. By Hope Newell. Harper, \$2.50.

Two Negro girls, the first to enter nurse's training in a heretofore all white school, find themselves accepted naturally.

A Chance to Belong. By Emma Atkins Jacobs. Holt, \$2.50.

Jan Karl, a Czech D. P., finds opportunity to belong in his own family and among other high school seniors.

Halfway to Heaven. By Ruth Adams Knight. Whittlesey House, \$2.75.

Story of Josef, a young man, at the Swiss St. Bernard Hospice, his great dog, and his spiritual battles which take him halfway to heaven. An inspiring story.

Jean Baptiste Pointe DeSable. By Shirley Graham. Messner, \$2.75.

Fascinating story of the Negro man who was Chicago's first citizen.

Joel. By Nora Benjamin Kubie. Harper, \$2.50.

Unusual novel of a Jewish refugee who fights for democracy in the American revolution.

My Sky Is Blue. By Loula Grace Erdman. Longmans, \$2.75.

How a gentle Mexican family turns antagonism into loyalty, in a New Mexican setting.

Papi. By Eleanor Hull. Friendship Press, \$2.00.

Realistic story of Papi, son of a new Puerto Rican family in New York.

Ralph J. Bunche. By J. Alvin Kugelmass. Messner, \$2.75.

Fascinating biography of a Negro boy from Detroit, grandson of a slave, who was awarded the Nobel Peace Prize in 1950.

Sidney Hillman. By Jean Gould. Houghton Mifflin, \$3.00.

Biography of a Russian immigrant whose boyhood dream of liberty helped him prove that labor-management problems could be solved by law.

Sparkplug of the Hornets. By Stephen W. Meader. Harcourt, Brace, \$2.75.

A fine sports story showing what results real team-work will bring.

Sunny, the New Camp Counselor. By Lucile Rosenheim. Messner, \$2.50.

Story of a young social worker's first job in an interracial, intercultural camp. Challenging emergencies present problems resolved by fairness and good sense.

The Ark. By Margot Benary-Isbert. Harcourt, Brace, \$2.50.

Moving story of a refugee family in post-war Germany who faced hardships and tragedy with courage and hope.

Then It Happened. Edited by Wilma McFarland. Watts, \$3.00.

Collection of stories about girls and the moment they will always remember. In each, they gain an understanding of themselves and of other people.

Thomas Jefferson: Champion of the People. By Clara Ingram Judson. Wilcox and Follett, \$3.50.

An inspiring account of a great American who was concerned with man's freedom and the welfare of many.

Top of the Mountain. By Ruth Adams Knight. Doubleday, \$2.75.

The friendship between an American and Swiss boy who develop international understanding and new perspectives through adventuring together.

Twelve Citizens of the World. By Leonard S. Kenworthy. Doubleday, \$3.50.

Exciting stories of twelve persons who have helped to shape a better world for our time.

BOOKS FOR ADULTS

Fiction

Bread from Heaven. By Henrietta Buckmaster (Henkle). Random House, \$3.00.

How two young Czechs in a New England village encounter misunderstandings, prejudice. How prejudice starts and grows.

Go Tell It On the Mountain. By James Baldwin. Knopf, \$3.50.

Centered around a store front church in New York's Harlem, this novel probes the adjustments of people to prejudice.

Maud Martha. By Gwendolyn Brooks. Harper, \$3.50.

First novel by a gifted poet who has perhaps reached into her own life and chosen incidents to describe a Negro woman in an urban area. Beautifully written, this might well be classed as a prose poem.

Pablo's Mountain. By Albert Johnston. Crown, \$3.00.

Presents disillusionments of a Mexican family in New York's Spanish Harlem after World War II. Special problems of these people endeavoring to adjust to big-city life.

Autobiography

My Promised Land. By Molly Lyons Bar-David. Putnam Sons, \$4.00.

A journalist's account of a woman's life in Israel where the author lived after leaving Canada in 1936. Her sympathy with the various groups with whom she lives makes for fascinating, informative reading.

Nisei Daughter. By Monica Sone. Little Brown, \$3.50.

A warm-hearted, often gay and humorous story of a Japanese immigrant couple and their American-born children, all of whom were interned during the war. Sensitively told by the "Nisei" daughter.

Parish Priest. By Father LeRoy E. McWilliams with Jim Bishop. McGraw-Hill, \$3.75.

Memories of three decades in an old-fashioned Irish, Polish, and Italian parish in Jersey City, as told by a parish priest who loves and understands people of all nationalities.

Shepherd's Tartan. By Sister Mary Jean Dorcy, O. P. Sheed and Ward, \$2.50.

What it's like to be a nun inside a convent by one who is happy to be there. A personal account of a busy life, giving solid information delightfully.

The Long Loneliness. By Dorothy Day. Harper, \$3.50.

The inspiring and courageous story of a woman who has spent her life helping others. An early sociologist, she helped found the Catholic Worker movement in which she worked to eliminate distinctions based on color, creed, and national origin.

The Seeking. By Will Thomas. A. A. Wyn, \$3.50.

An honest, heartwarming story of a Negro family's life in a small town in upper Vermont. The Thomas family's consideration of Haiti versus Vermont as places where they could escape prejudice, and how they came to choose the latter.

General

Americans and Chinese. By Francis L. K. Hsu. Henry Schuman, \$6.00.

A professor of anthropology makes analysis of Chinese and American cultures, finds the former situation-centered, the latter focused upon the individual. However, book points up common values of both which should make for understanding.

Friends for 300 Years. By Howard Brinton. Harper, \$3.00.

Gives the history and beliefs of the Society of Friends since George Fox started the Quaker movement. A Quaker himself, the author is well qualified to interpret his religion, to describe its emphasis on service to others.

History and Human Relations. By Herbert Butterfield, Macmillan, \$3.50.

A series approach to human relations through the problems of an outstanding writer of history. Attempts to correct bias and self-righteousness in much historical writing.

India and the Awakening East. By Eleanor Roosevelt. Harper, \$3.00.

This very readable account of Mrs. Roosevelt's recent trip through the Near and Far East gives a considered appraisal of cultures other than our own. Points up the need for true world understanding.

Life Is With People. By Mark Zborowski and Elizabeth Herzog. International Universities Press, Inc., \$5.00.

A sociological "Basic Judaism," describing the customs, prejudices, and habits of the European antecedents of the American Jew. Creates greater understanding of the modern American Jew.

Religious Faith and World Culture. By A. William Loos. Prentice Hall, \$5.00.

A group of distinguished thinkers seeks to make an open-minded, realistic appraisal of the interdependent world in which we live, with special reference to religion.

Sea of Glory. By Francis Beauchesne Thornton. Prentice Hall, \$3.00.

The tragic story of the four army chaplains who went down with the *Dorchester*. The reader can not fail to see the implications of their common faith in God.

South of Freedom. By Carl T. Rowan. Knopf, \$3.50.

A successful Negro reporter, accepted in the North, makes a report on current conditions in his native South. Informative and hopeful.

Sunday School Fights Prejudice. By Mildred M. and Frank Eakin. Macmillan, \$2.75.

An optimistic study of what has been done and what might get done in Sunday schools in combating intergroup prejudice.

Spirit of Liberty. By Learned Hand. Knopf, \$3.50.

A collection of the opinions of a distinguished jurist showing profound interest in the problems of intergroup relations.

The Great Enterprise. By H. A. Overstreet. Norton, \$3.50.

A study of psychological and social significance; intergroup relationships with emphasis on the need for world brotherhood.

The U. N. Today and Tomorrow. By William DeWitt and Eleanor Roosevelt. Harper, \$3.00.

Outlines the concrete work done by the U. N. to maintain peace. Describes the activities and quiet heroism of men who seldom make headlines as they strive to promote better intergroup living throughout the world.

This I Believe. By Edward R. Murrow. Simon and Schuster, \$1.00 paper bound, \$3.00 cloth.

A compilation of the beliefs of famous people of all races, creeds, walks of life. Edited by the famous newscaster.

Who Speaks for Man? By Norman Cousins. Macmillan, \$3.50.

After meeting men in many of the world's political trouble spots, Mr. Cousins emphasizes his conviction that man should speak for himself through world federation as a means toward world brotherhood.

Within These Borders. By John R. Scotford. Friendship Press, \$2.00.

A comprehensive report on Spanish-speaking Americans in the United States, from the time of the early Spanish settlers to migrating Mexican and Puerto Rican workers today.

What Is a Jew? By Rabbi Morris N. Kertzer. World, \$2.50.

Answers specific questions about what Jews believe. A well organized work, providing answers most frequently requested by non-Jews.

SHORT-CHANGED IN THE EARS

CHARLES E. IRVIN

MICHIGAN STATE COLLEGE

RECENTLY, along with several hundred other Americans, the writer listened in on two public discussions of pertinent controversial subjects: a Fair Employment Practices Forum and a debate on the virtues of the two major political parties in the state of Michigan. Many of my co-listeners were students of high school age. As I stood around eavesdropping on the post-discussion conversation, I was brought up short by the realization that here were people accepting ideas without using the same careful judgment they employ when buying things: for surely, in both instances, reasoning had been perverted, ethical persuasion had been sacrificed, and intelligence had been insulted. I asked myself "Why?" Could it be that we had never been taught to listen critically? Could it be that critical thinking had been short-changed in our ears?

Most of us can point with a great deal of pride to the language programs in our schools. To a certain degree we teach people to read, write, and speak. But here the inventory stops. Inadvertently, or intentionally, we have omitted from our language curriculum one of our two major sources of information, listening to the

spoken word. Yet, we can not deny an increasing dependence upon it, nor can we deny that it is the other side, albeit ignored, of the freedom of speech.

A statement by the Educational Policies Commission of the National Education Association reads as follows:

The school should reveal to the young the dangers of demagoguery, train them in the detection and repudiation of specious appeals and programs, and rear them in the hard discipline of knowledge and truth.

Are these just empty phrases? Can a school so reveal and so train without devoting part of its curriculum to the training of students to be more critical listeners?

LISTENER EDUCATION IMPORTANT

Critical listening is little more than mental sleuthing, during which we stalk the speaker through his persuasive appeals: induction, deduction, analogy, generalization, the use of authority and statistics, causal relation, the use of emotion. In the world's marketplace of persuasion, enlarged now by modern means of mass communication, one finds all kinds of ideas being sold and all kinds of salesmen. Oral persuasion can not be stopped. Freedom of speech is everyone's right to try to persuade everyone else to anything,

save downright violent overthrow of government. Therefore, the hope of the future lies not with a control of the persuader, but with the education of the listener. It will be his discriminating rejection of shoddy "idea merchandise" and unethical salesmen which will prevent him from buying ideas for which he might be regretful later.

In a democracy, the power to persuade is the power of life and death. Students need to be given counter weapons of protection. A simple knowledge of the persuader's techniques gives him an advantage defensively which he would not otherwise have. For the persuader who fights in the darkness of the subtle approach, the student needs to be given mental searchlights to seek him out; questions to ask himself about the speaker's motives, intentions, benefits proffered. Against the infectious virus of the unethical persuader, the student needs an intellectual penicillium which, if injected at the right time, may prevent the all-too-prevalent paralysis of thought.

If a school can do nothing more than this: provide the student with a strong intellectual wall to protect his own behavior from the emotional and pseudo-logical bombardment of modern-day oral persuasion, then the curriculum has gone far toward destroying the basic weakness of the average listener, a weakness which provides evidence for the claims of the professional persuader.

This is not to say that all persuasion is unethical; neither is it to say that the intentions of all persuaders are contrary to the general welfare. Far from it. But one persuader looks pretty much like any other one and any one of them may sound like all the rest. The distinction between the good and the bad, on whatever basis we choose to evaluate, must be made in the minds of the listeners.

For a good many years of an individual's development, those minds are the major concern of the schools. Let's not short-change them through the ears.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Frederick K. Branom, Louise M. Jacobs, Philip Lewis, Ruth B. Rasmusen, James M. Sanders, and Mary Sanders.

FILMS

The Use of the Microscope. 16 mm sound. 25 minutes. Color, \$175. Scientific Film Company, Department C, 6804 Windsor Avenue, Berwyn, Illinois.

Explains the various parts of a compound microscope, its use and care. Proper illumination and technique are stressed. M. S.

Progress on Trial. 16 mm sound. 18 minutes. Black and white. Teaching Film Custodians, Inc., 25 West 43rd Street, New York 36, New York.

Shows the use of chloroform anesthesia as introduced in Scotland by Dr. McClure. He first demonstrated its use successfully on his dog, and then used it on a human patient. This film was

edited and adapted from a regular Hollywood feature by the N. S. T. A. Motion Picture Committee, who are to be commended for the excellent job they have done. This film is not sold or rented in the ordinary sense but is leased for a three-year period. M. S.

The Modest Miracle. 16 mm sound. 28 minutes. Black and white, free loan basis. Standard Brands, 1015 South Independence, Chicago, Illinois.

Are Americans the best fed, healthiest people living in a land of plenty? Malnutrition is not undereating but a failure to eat the right things. Shows the dramatic history of Eijkman and beri beri that is part of the effective history of the vitamins. J. M. S.

The following films are available from Almanac Films, Inc., 516 Fifth Avenue, New York 18, New York:

Sow and Sow. 16 mm sound. 12 minutes. Black and white. Methods by which plants are pollinated and ways of seed dispersal are illustrated by time lapse photography.

Protective Nature. 16 mm sound. 12 minutes. Black and white, \$45. The means of protection that plants and animals have and the many ways they defend themselves are shown in the constant struggle for existence that prevails in nature. M. S.

Hunting Animals of the Past. 16 mm sound. 22 minutes. Black and white, \$90; color, \$180. Available through the University of Nebraska, Bureau of Audio-Visual Instruction, Lincoln, Nebraska.

This film covers the entire story of a fossil quarry from its original discovery until the skeletons are finally mounted in a museum. It also includes a few contemporary animals such as birds and rattlesnakes. J. M. S.

The Life Cycle of a Yeast Cell. 16 mm sound. 17 minutes. Black and white, \$85. Audio-Visual Aids, Southern Illinois University, Carbondale, Illinois.

Budding process and sexual reproduction are shown in yeast. Use of the micro-manipulator in single cell isolation is also illustrated. M. S.

Powering America's Progress. 16 mm sound. 25 minutes. Color, free loan basis. Bituminous Coal Institute, Southern Building, Washington, D. C.

The story of coal—its processing from mine to market. With the introduction of modern machines into mining, man has lowered the price and produced more coal. A spectacular film. M. S.

Spring Blossoms. 16 mm sound. 12 minutes. Color, \$150. International Film Bureau Inc., 6 North Michigan Avenue, Chicago 2, Illinois.

The succession of buds bursting into full blown beauty of flowers which can be seen in an adventure through the woods in early spring is experienced through time lapse photography. M. S.

FILMSTRIPS

The following, produced co-operatively by the Society for Visual Education and Rand McNally and Company and written by Ruby M. Harris to correlate with the Rand McNally book, *Geography of American Peoples*, by McConnell, are available from the Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Illinois:

Canada and the Far North Series. Four filmstrips. Color, \$6.00 each; set, \$19.

A259-21: *Lands of Few People.* 55 frames. Treats of the Eskimos, Indians, and the resources of the Far North.

A259-22: *Southwestern Canada and the Wheat Region.* 55 frames. Treats of the Pacific Coast Region, the Canadian Rockies, and the Spring Wheat Region.

A259-23: *Region of Most People and Southeastern Canada.* 57 frames. Treats of the geography of the St. Lawrence Region, the Maritime Provinces, and of harbors and coastlines.

A259-24: *Alaska—The Land and Its People.* 49 frames. An interesting description of the people and resources of Alaska.

These filmstrips are so excellent that children will enjoy looking at them and will learn many worthwhile things about the geography of northern North America.

The Northeastern United States Series. Four filmstrips. Color, \$6.00 each, set, \$19.

A259-5: *Living in New England.* 51 frames. Shows very well how the people have adjusted themselves to their natural environment.

A259-6: *Five Great Cities.* 47 frames. Gives a very good description of New York, Boston, Philadelphia, Baltimore, and Washington.

A259-7: *Valley Regions of the Northeast.* 47 frames. Shows the importance of the Hudson-Mohawk Valley with many of its cities, and a route, through valleys of southeastern Pennsylvania, to Pittsburgh.

A259-8: *Where East and South Meet.* 51 frames. Shows farming in the Atlantic Coastal Plain, the Piedmont, and the Appalachian Mountains; and shipbuilding, fishing, and shipping in the Chesapeake Bay Region.

These filmstrips may be shown independent of the book with which they were correlated. Teachers will find them to be very valuable in teaching the geography of northeastern United States. The pictures, color work, and script are excellent. F. K. B.

Water Conservation. 46 frames. Black and white, \$3.00. Visual Sciences, Suffern, New York.

Shows the water cycle—uses of water, sources of water, and various aspects of conservation including all waste of water and land. The waste is so great that the equivalent of 200,000 farms of 100 acres each go down to the sea annually.

J. M. S.

MISCELLANY

The following are available from the Bituminous Coal Institute, Educational Division, Southern Building, Washington 5, D. C.:

Class Report, a sixteen-page, full-color booklet about the beginnings, history, production, and use of bituminous coal. For intermediate grades.

The Genie Story, a sixteen-page, full-color cartoon booklet. For all grades. R. B. R.

A Time Chart. By Genevieve Foster. 3' 8½" x 3'3". 1953. Denoyer-Geppert Company, 5235 North Ravenswood Avenue, Chicago 40, Illinois.

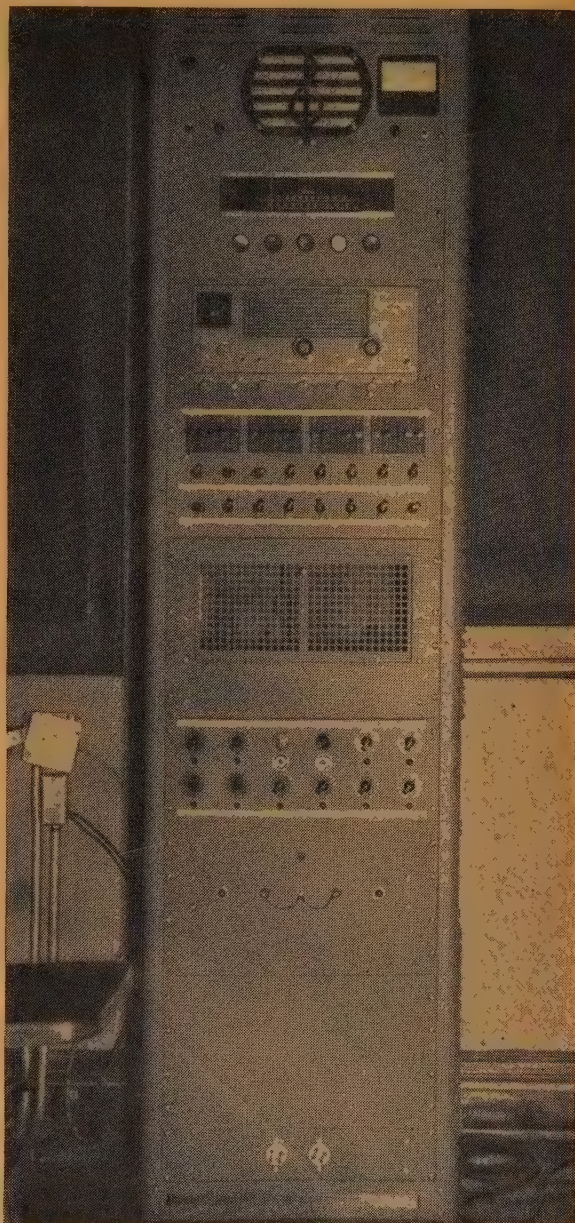
This wall chart, adapted from the book *Birthdays of Freedom*, written by Genevieve Foster and published by Charles Scribner's Sons, is based upon the idea that time is like a river made up of events which fit into those which have gone before in a certain definite relationship. From the first date on the Egyptian calendar the chart follows the River of Time to the birthday of the United States of America; it is divided into three periods of 1,000 years and then into centuries. What empires rose and fell and when the various barbarian people entered history is indicated, as well as the names of great leaders and world teachers, in their proper places along the river. Bordering this chart are the four quotations: "Time is like a river made up of events. All the world is a battleground between good and evil. Men of the four seas are brothers. All men are created equal." This chart is not only an invaluable aid in teaching history, but a decorative wall-piece as well. L. M. J.

Electronic Mixer. \$1,500. J. G. Bowman and Company, 515 East 75th Street, Chicago, Illinois.

The Mixer is a vertical rack incorporating the following items: monitor and volume level adjuster, FM Tuner, Shortwave/AM Receiver, Microphone Input Mixer and Channel Regulator, Hi-Fi Phonograph, Chair Group Selecting Switches, and Power Supply Units. Into this arrangement is fed the outputs from three tape recorder playbacks, three TV Receiver audio outputs, the sound connection from a motion picture projector, the sound channel from a closed-circuit TV system, and circuits for accommodating other similar sound sources.

In operation it is possible for a group of forty students to listen to the same sound source through headsets, or as many as ten groups of four students each can listen to as many as ten different inputs. During some of the recent Senate Committee Hearings a social studies class watched and

listened to the televised proceedings while a second group took stenographic dictation originating from the tape recorders. On other occasions, dictation classes were arranged in three groups to take down shorthand translations of recordings being played simultaneously at three different rates of speed. Another available combination permits a portion of the seating area to be connected to the sound motion picture projector. Thus, a partial group can witness a motion picture while others can listen to FM, view TV, or do assigned listening with phonograph records.



An Electronic Mixer



Simultaneous Activities Possible With Use of Mixer

The Mixer may also act as a distribution source for music, announcements, and similar services throughout a building. The major accomplishment, however, is that of multiplying facilities and resources without the need for increasing floor area, or building objectionable partitions and cubicles.

This device may be seen in operation in the Materials Training Center at the Chicago Teachers College where it permits a number of functions to be carried on simultaneously without mutual interference. Students preview films and other visuals, while other trainees are engaged in equipment familiarization sessions. In addition, the duplicating facilities, listening stations, and materials-issuing activities constitute other important services to supplement this operation. This unique installation, recently completed at the College, consists of forty tablet armchairs arranged in five rows of eight units each. Each chair is fitted with headphones, plug-in box, and individual volume control. Connecting cables unite ten separate groups of four chairs each, and terminate at the Electronic Mixer.

P. L.

Timer and Controlled Reader. Midwest Audio-Visual Company, local distributor, 3518 West Devon Avenue, Chicago 45, Illinois.

A novel adaptation of the tachistoscope has recently appeared in the form of a device known as the Timex. Basically a filmstrip projector, the unit is equipped with an exposure device which continually throws a grayed blur on the screen to provide students with a visual reference point. At the teacher's touch, the image snaps into sharp focus for a pre-set time which may be as brief as $1/150$ of a second, or as long as $1\frac{1}{2}$ seconds. Each filmstrip frame contains four exposures. The manufacturer claims the elimination of after-image with this method. Training strips and a guidance manual are available for the primary, intermediate, junior high and high school, and for college and adult groups.

The Controlled Reader utilizes a motor-driven filmstrip machine with a moving slot that travels across a screen from left to right covering and uncovering a line of print as it goes. The rate of travel is controlled and can be varied from 60 to 900 words per minute. The action is smooth and progressive and does not break up parts of a line as in some of the special reading films. P. L.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

AMERICAN EDUCATION WEEK—The 34th annual observance of American Education Week, which is sponsored by the National Education Association, the U. S. Office of Education, the American Legion, and the National Congress of Parents and Teachers, will take place during the week of November 7-13, 1954. The central theme is "Good Schools Are *Your* Responsibility." The daily topics are:

- Sunday, November 7—
Ideals to Live By
- Monday, November 8—
Teachers for Tomorrow
- Tuesday, November 9—
Investing in Good Schools
- Wednesday, November 10—
Working Together for Good Schools
- Thursday, November 11—
Effective Citizenship
- Friday, November 12—
Teaching the Fundamentals Today
- Saturday, November 13—
How Good Are Your Schools?

CHEFS SCHOOL—In order to meet an acute shortage in the commercial cookery industry and to provide cooks, the Chicago Board of Education opened a chefs school at the Washburne Trade School on February 1, 1954. Labor, food servicing executives, and hotel and restaurant associations are co-operating in the venture. The aim of the classes is to provide training for general workers in hotel, restaurant, and catering industries. A total of 101 students were enrolled in the initial courses; certificates are awarded upon the completion of 160 hours in an apprentice course.

CHICAGO HISTORICAL SOCIETY—By popular demand the Society will present its "Summer Fun" program again this year. The schedule will include educational films, two fine technicolor films, and technicolor cartoons; the pioneering of our nation is the theme of the entire series. The movies will be offered at 9:45 a. m., 11 a. m., and 2 p. m. every Tuesday from June 29 through August 17—by reservation (MICHIGAN 2-4600); the program will be repeated on Wednesday at 11 a. m. and 2 p. m. from June 30 through August 18 on a first-come, first-serve basis. Although many play clubs and day camps have made reservations as far as a year in advance for the Tuesday programs, there is still some space available.

The complete program will not exceed one hour. The 1954 summer schedule is:

June 29-30—

Sweet Land of Liberty, "of thee we sing!"
Broken Arrow, Part I, gives an insight into the Indians' problems brought about by the white man's drive to the West—starring James Stewart and Jeff Chandler. This highly-rated technicolor movie will be shown in three parts on successive Tuesdays and Wednesdays.

Old Glory, a technicolor cartoon.

July 6-7—

Johnny Appleseed, a colorful legend of frontier life.

Broken Arrow, Part II.

Often An Orphan, a technicolor cartoon.

July 13-14—

Flatboatmen of the Frontier, a wide land grows wider still.

Broken Arrow, Part III.

Rabbit Hood, a technicolor cartoon.

July 20-21—

Pioneers of the Plains, the last frontier of settlement in the West.

Buffalo Bill, Part I, the thrilling story of Bill Cody's life among the Cheyenne Indians—starring Joel McCrea and Maureen O'Hara. This is the second of the excellent films to be presented in three parts.

Awful Annie, a technicolor cartoon.

July 27-28—

Gold Rush Boy, a typical day in his life.

Buffalo Bill, Part II.

Back Alley Uproar, a technicolor cartoon.

August 3-4—

Death Valley, ghost towns.

Buffalo Bill, Part III.

Ducksters, a technicolor cartoon.

August 10-11—

American Cowboy, how he works, lives and plays.

History of Aviation, the story of our pioneer "bird-men," a technicolor cartoon.

August 17-18—

Washington, Capital City, a visit to our historic and scenic shrines.

Canyon Country, an inspiring trip through America's western wonderland.

Bugs Bunny Rides Again, a technicolor cartoon.

CHICAGO SCHOOLS JOURNAL — Only twenty-five copies of *Mathematical Teaching Aids*, a Journal supplement compiled by Joseph J. Urbancek, were sent to each high school inasmuch as it was felt that only mathematics and science teachers would be interested. If additional copies are desired, please telephone the Journal office, ABERDEEN 4-3900. Workshops, conferences, and teacher training classes throughout the country are making wide use of this supplement; requests have been received for over 5,000 copies.

To date the Journal has published nine supplements:

October, 1949 — *Free and Inexpensive Teaching Aids for the Science Teacher*, by Muriel Beuschlein and James M. Sanders

January-February, 1950 — *Mathematical Teaching Aids*, by Joseph J. Urbancek (Exhausted)

March-April, 1950 — *Developmental Values through Library Books*, by Effie LaPlante and Thelma O'Donnell

January-February, 1951 — *Free and Inexpensive Materials for the Social Studies*, by Frederick K. Branom (Exhausted)

May-June, 1951 — *Chicagoland Authors and Illustrators of Children's Literature*, by Louise M. Jacobs and Mabel Thorn Lulu (Exhausted)

November-December, 1952 — *Free and Inexpensive Teaching Aids for the Language Arts*, by Irwin J. Suloway

January-February, 1953 — *Free and Inexpensive Teaching Materials for Science Education*, by Muriel Beuschlein and James M. Sanders

September-October, 1953 — *Harvest of Books — 1954*, by Eloise Rue et al

November-December, 1953-January-February, 1954 — *Mathematical Teaching Aids*, by Joseph J. Urbancek

The tenth supplement, a revision of *Free and Inexpensive Materials for the Social Studies* by Frederick K. Branom, will be published with the September-October, 1954, issue of the Journal.

Back issues of the Journal are available to all teachers, with the exception of a few issues now out of print. There has been a big demand for the Journals containing "Educational Excursions for School Children of Chicago," "Free Subscriptions as Teaching Aids," and the articles on audio-visual techniques and on Chicago.

During the past five years the editors have attempted to obtain authoritative articles on Chicago; a listing of these appeared in the January-February, 1954, issue. If you have suggestions for any additional articles, we should appreciate receiving them.

CHICAGO TEACHERS COLLEGE FIRST ANNUAL NATURE CAMP — The College, with the cooperation of the Cook County Forest Preserves District, is offering a resident nature camp for eight weeks, beginning June 28 and ending August 20. Four two-weeks field courses are offered, each with two semester hours credit; the prerequisite is one year of general biology or the equivalent. Tuition is free for Illinois teachers; the summer session registration fee is ten dollars. Facilities of the forest preserve areas and Camp Sagawau will be used. Further information may be obtained from the Chicago Teachers College, 6800 Stewart Avenue, Chicago 21, Illinois, or from the March-April CHICAGO SCHOOLS JOURNAL.

EXAMINATIONS FOR TEACHER CERTIFICATES — The *Superintendent's Bulletin* announces that the following examinations have been authorized for teachers' certificates. They are open to all candidates who meet the requirements for admission to the examinations as specified in the *Circular of Information* of the Board of Examiners. Successful candidates are eligible for assignment in the Chicago Public Schools.

September 18, 1954: Elementary schools — Kindergarten-Primary and Grades 1 and 2; Intermediate and Upper Grades, 3-8. The deadline for filing applications is 4:30 p. m., September 3, 1954.

December 27, 1954: Elementary Playground for Women. High schools — Home Economics, English, General Science, Instrumental Music, Mathematics, Physics, Polish, and Spanish. The deadline for filing applications is 4:30 p. m., December 10, 1954.

Formal applications for admission to these examinations may be obtained at the office of the Board of Examiners, Room 242, 228 North LaSalle Street. Applications, and required credentials, must be filed with the Board of Examiners not later than the deadlines given above.

Candidates are requested to file their applications as soon as possible. It often happens that difficulties arise in obtaining credentials. Early filing and processing of your application will help to eliminate any difficulties that you may have in clearing up your qualifications.

FORD FOUNDATION — The largest single grant in the history of the Ford Foundation, 25 million dollars, has been awarded to its subsidiary, the Fund for the Advancement of Education. The grant is to be expended in eight to twelve years and will enable more effective long-range planning and operations in the areas of the clarification of the functions of education, improvement of curriculum, improvement in teaching, improvement of educational management, and reduction of inequalities in educational opportunities.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Today's Trouble Spots for Children and Youth." By Martha M. Eliot. *Educational Leadership*, April, 1954.

A key official in charge of the federal government's Children's Bureau believes that migratory families, delinquency, and mental retardation pose the major problems for children and youth today. To corroborate this stand Miss Eliot cites grave statistics that there are as many as a million children of migratory farm workers who are not accepted by the communities through which they pass, and are therefore denied the education and services normally required; that juvenile delinquency is expected to increase at least 40 per cent by 1960; and that only 25 per cent of the moderately mentally retarded are now in special classes. Constructive suggestions are given for relieving, or at least making progress toward alleviating, the stress in the areas mentioned.

"Will Our Children Bankrupt Us?" By Edgar L. Morphet and Daniel K. Freudenthal. *The School Executive*, May, 1954.

Taxpayers are duly impressed by the statistics that 6 million more children are now in schools than seven years ago. Experts project their data and predict a similar increase by 1960. This would represent a 50 per cent over-all gain in school population, with millions of dollars in additional revenue needed to support this growth. Some proposed solutions point toward half-day sessions, weeding out the less gifted, and shunting the overflow into private schools. Scare reactions such as these are shown to be unnecessary if constructive measures are instituted now. Education must be better than in the past; vital reforms can be instituted if there is closer agreement on educational objectives, citizens and educators learn to work together more effectively, and modifications are made in the organization and administration of local tax control units.

"Your Public Images." By Robert O. Carlson. *Adult Leadership*, March, 1954.

Very often teachers and administrators are desirous of knowing what the community or public at large thinks about their operations, experiments, and achievements. Sometimes it is vital to be able to know in advance the kind of support to expect before putting issues to the vote. An experienced hand in this line reveals the techniques designed to provide adequate answers with a minimum of effort. The scope ranges from working with in-

formal data found in most administrative files to employing the outside expert.

"Tax Exemption for Retired Teachers." By James L. McCaskill. *Colorado Schools Journal*, February, 1954.

Mr. McCaskill discusses the benefits of bill HR 5180 introduced by Noah M. Mason (R-Ill.) to the 83rd Congress. In substance, the measure is designed to equalize federal tax practices on retirement incomes last May. The bill would exempt \$125 per month of pension income from federal income tax and permit limited work without any loss of exemption. Favorable sentiment is building up for the passage of this legislation, and precedent has been set by similar treatment accorded the Railroad Retirement Act and Social Security.

"The Meaning of Adult Education." By Robert Peers. *Adult Leadership*, April, 1954.

An Englishman writes authoritatively on extension education and highlights its development as well as its exciting possibilities for the future. Starting as a movement to combat illiteracy, adult education soon included training for artisans and craftsmen, and then moved on to become a means for transmitting academic learning in forms relevant to the interests and problems of ordinary people. Today such a service is no longer considered a substitute for education missed at earlier stages, but is itself a vital phase in the development in the whole education of the citizen. Adult education now attempts to compensate for societal changes and upheavals threatening to do irreparable harm to our way of life. The longer period of survival is complicating relations between the generations; oldsters must be enabled to keep pace in new knowledge and in new ideas with the young. The very circumstances which demand more specialization are the same ones which make urgent the need for general and liberal education. The fluidity of our population and the breakdown of the community as such make it more difficult to reconcile the ideal of democracy with the characteristics of a mass society. It is not possible to separate adult education from the other parts of the educational process.

"A Perspective on Criticism of the Schools." By Wilbur A. Yauch. *Education Today*, March, 1954.

No new reasons pertaining to the present conditions obtaining in our schools are set forth in

this treatise, but the familiar ones are restated well. The important plea, however, is that the right to criticize the schools should be preserved and used, but responsibility for being fair and honest must be an accompanying feature of the discharge of this prerogative. A number of succinct, well-developed statements provide rebuttal for the irresponsible critic.

"Are Grades Becoming Extinct." By H. C. Brearley. *Peabody Journal of Education*, March, 1954.

The evaluative function of the school is held to be of progressively less significance in recent years, with some tendency to disappear altogether. Causative factors are delineated as: (1) With almost one-fourth of the total population of the country now in schools, many millions are unable or unwilling to make even minimum progress in school work. (2) The preparation of grades is one of the most tedious and time consuming tasks of the teacher and causes great unhappiness among many segments of the student body. (3) Investigations have often revealed the inaccuracies of grades. Plans to lessen the problems stemming from evaluative procedures are described as employment of vague categories or narrative report cards to further obscure the differences between the work of the poorer and the better pupils, or the use of chronological or social promotion. The writer holds that these measures result in converting all levels into ungraded classes, and that diplomas really become certificates of attendance rather than achievement.

"Acceptance and Rejection in Primary Grades." By Hilda Taba. *Childhood Education*, May, 1954.

Since good emotional climate in the classroom and in the school is so essential to the teaching and learning processes, attention has been focused on personal relationships among pupils as a major contributing factor. Individuals who are not accepted by their peers are handicapped in developing good work habits as well as in using their intelligence. This factor applies particularly to pupils who are extremely intelligent and to those who are considerably retarded. Another concept, not so well recognized, points up the role which schools may play when, through demands for strict conformity, all deviates are penalized whether or not the basis for such behavior expectations is valid. Likewise, many times teachers impress their views and attitudes to bring about class rejection of some unfortunates. Other patterns are reviewed in the treatment; these will serve as an important personal inventory for teachers and administrators.

"Teaching the Constitutions." By Mabel S. Lane. *Illinois Education*, April, 1954.

Since the recent amendment to the Illinois School Code dealing with teaching of the state

and federal constitutions, inquiries have been rife concerning interpretation of the legislation and ways to incorporate the requirements in the curriculum. Miss Lane does a fine job of satisfying both needs. Six of the most pertinent legal and curricular aspects are dealt with in some detail. In addition, a plan for vitalizing the study of the constitutions in the classrooms is given in outline form, aided by a source listing of desirable instructional materials for this special purpose.

"Destination Space." By Thyra E. McCary and Jeanne Dawson. *Recreation*, May, 1954.

A playground pageant staged in Austin, Texas, used the theme of Space Travel to attract and sustain interest in its production. Costumes were designed for travelers, the inhabitants of Mercury, Pluto, Neptune, etcetera. In addition, a large twenty-foot spaceship was constructed as the main prop. With this theme as a unifying element, dances, stunts, singing, and related entertainment were planned. If you are looking for something different for an assembly this year, check the writeup.

"A Simpler Approach to Punctuation." By Ellen Johnson. *College English*, April, 1954.

Advancing the premise that learning the rules is a difficult way to learn to punctuate, the writer concludes that the novice needs a clearer formulation of the operative principle, not a more elaborate description of the convention involved. In substantiation, it is pointed out that the experienced writer discovers the principle without formulating it, while the inexperienced scribe is lost in a welter of conventions having little apparent meaning. A step-by-step procedure for incorporating an effective classroom method dealing in this area is thoroughly detailed and worthy of serious consideration by specialists as well as teachers working in related subject fields.

"The Countess and the Mule—Twelve Ways to Waylay the Wary Reader." By William D. Boutwell. *Adult Leadership*, March 1954.

The Editor of *Senior Scholastic* puts forth a dozen points designed to enhance the writing efforts of the professional as well as the amateur. Consideration is given the development of unity, coherence, attention-getting, word selection, timeliness, and readership impact in any manuscript. At the conclusion of this fine summary, Mr. Boutwell adds, "No one can give you a precise recipe for writing. When you sit down to the typewriter you are the cook." Don't miss this chance to upgrade your "culinary" efforts.

"Put the Student Behind the Microphone." By Morris A. Shirts. *The School Executive*, March, 1954.

In the past two decades educational radio has taken on the prototype of groups of students lis-

tening to broadcasts in the classroom. While much value accrues from this activity, a relatively new aspect is commanding the interest and attention of educators. High schools and colleges have been applying to the Federal Communications Commission for licenses for 10-watt FM stations. These are low-cost installations providing excellent opportunities for student participation in operation, programming, and production. The advantages and diversity of activities provided by such radio training laboratories certainly justify their inclusion into the curriculum.

"The Mathematical House." By Harold Bulmer. *The Mathematics Teacher*, April, 1954.

In dealing with measuring activities involving area, it is suggested that a scale model house be constructed as a worthwhile teaching-learning device. Precise specifications and working drawings are incorporated in the article for the fabrication of a hinged, knock-down arrangement, bird-house type structure. The inside surfaces including roof planes are ruled in one-inch squares. In use the contraption can be assembled in seconds, or knocked down flat for measurement or demonstration purposes. The pitched roof provides many additional problem applications. A sizable list of uses includes the reinforcement of concepts involving triangles, scale models, relationships of plane surfaces.

"The Future Supply of Scientists." By Frank Bowles. *The Educational Record*, April, 1954.

This treatment seeks to project available statistics and trends to formulate conclusions dealing with a problem vital to our country today. In the course of analysis, a goodly number of significant and interesting statements are made. One in point states that, "the number of able students who get to college despite school guidance efforts and college recruiting efforts is surprisingly large—it reflects the fact that it is the home, not the school, which sends people to college." While this may seem a bold statement, it is shown that at present only one-fifth of those capable actually obtain the doctor's degree. The dilemma of teachers leaving the profession to enter other fields makes it necessary for fewer teachers to instruct larger classes in order to bridge the gap in the shortage of scientists. Finally there is promise of doubling the present supply if social trends continue to favor potential students and if educational institutions will accommodate themselves to the pressure of large groups of specialized students.

"A Unit on Atomic Energy for Junior High School." By Bryan F. Swan and Generose Dunn. *The School Review*, April 1954.

The authors offer an intriguing plan for the study of nuclear fission by eighth and ninth grade pupils. Sources of selected films and bibliography, together with integrative situations, are included in the write-up. The approach considers the protection aspects, constructive applications, and scientific discoveries involved in atomic energy. Eight simple common physical principles are demonstrated in company with certain electrical effects to give the required foundation for understanding. Here is an experimentally tested method to familiarize youngsters with a force destined to play an important part in their lives.

"Monotype Printing in School." By Frank Bach and Reino Randall. *School Arts*, April, 1954.

A relatively new and novel approach to print duplication is creatively outlined in this article. Material requirements are so simple and inexpensive that the technique lends itself to application at practically all levels of student effort. A line drawing, abstraction, or other presentation produced on a sheet of paper is placed beneath a sheet of double-strength glass. The design is traced through on the top glass surface by following along the lines with a tube of household cement. Drooling and dotting techniques in applying the cement provide variations. After the cement is dry, the entire surface is inked with a printer's roller coated with water-soluble ink. A sheet of blank paper is then laid over the glass and a clean roller transfers the inked impression from the ridges of the paper. Fast colors may be substituted for fabric work. The combinations and applications are legion.

"Should Homemaking Be Offered for Boys?" By Lew W. Hannen. *The High School Journal*, April, 1954.

Homemaking is distinguished from home economics as a starting point. It is further developed that homemaking is nothing new as far as being a course offered to boys in the junior high and high schools. The author, however, takes a second look at the substance and reason for including such a course in the curriculum, and provides criteria for judging whether the offering you have in your school is suited to the local needs it should meet. Curiously enough, the writer's list of considerations includes many common-sense activities, skills, and informational items that are easily acceptable as being useful for boys to master without being considered sissified. In essence, the activity becomes a real human relations workshop.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Fred O. Anderson, Margaret C. Annan, Jene Barr, John M. Beck, Muriel Beuschlein, George E. Butler, Joseph Chada, Louise Christensen, Mary Cole, Phyllis M. Conkey, Mary E. Courtenay, William J. Dempsey, John W. Emerson, Russell A. Griffin, Mabel G. Hemington, Coleman Hewitt, Edna C. Hickey, Emily M. Hilsabeck, Lorain O. Hite, Louise M. Jacobs, Isabel M. Kincheloe, David Kopel, Marcella G. Krueger, Melvin M. Lubershane, Dorothy F. Roberts, Eloise Rue, Margaret S. Sandine, Irwin J. Suloway, Robert J. Walker, Mary Jean Walsh, and Rosemary Welsch.

FOR TEACHERS AND SUPERVISORS

The Curriculum. By Chester T. McNerney. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 292. \$4.50.

The author discusses modern trends in the elementary and high school. Organization is in broad subject matter areas, stressing individual differences and learning experiences which are related to the child's interest. Examples are used to illustrate some of the learning activities in each field. School, home, community relationships are emphasized. Few comparisons are made to the many types of curriculum organization and brief reference is made to the administrative problems of curriculum development. A good text on curriculum content.

E. C. H.

Working Together for Better Schools. By J. Wilmer Menge and Roland C. Faunce. 55 Fifth Avenue, New York 3, New York: American Book Company, 1953. Pp. 149. \$2.00.

Without exaggeration this brief, concise work could be considered indispensable for school administrators who are interested in establishing rapport in the school community. Most valuable are the practical techniques for initiating community participation in the endeavors of the public school. The emphasis is placed upon ways of enlisting parents to co-operate in the solution of contemporary educational problems. The authors present a thesis that shared planning will produce better schools and concomitantly open the channels of communication to deal with the current irrational criticism of public schools.

J. M. B.

Curriculum in the Modern Elementary School. By Robert H. Beck *et al.* 70 Fifth Avenue, New York 11, New York: Prentice-Hall, 1953. Pp. 584. \$4.95.

The authors seem to have included too much in this book and to have justified their inclusions in too many terms. In addition to an historical background of considerable scope, they offer philosophical bases to substantiate what is presented. As though that were insufficient, they furnish many highly specific examples of a situation nature to demonstrate the validity of what they write. About one-fourth of the book is devoted to the curriculum as such, and to considerations of principles, objectives, types of criteria, etcetera. Even here one finds his attention directed toward the incidental. There are discussion questions and selected references listed at the end of each chapter. This book should be of greatest value to those seeking an introduction to the study of the curriculum.

R. A. G.

New Plays for Red Letter Days. By Janette Woolsey and Elizabeth Hough Sechrist. Illustrated by Guy Fry. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1953. Pp. 310. \$3.50.

Twenty-five plays of varied themes suitable for class and assembly programs in grades seven through ten. Cast size and costumes vary, but roles are both adult and pre-teens. The authors' craftsmanship, which has produced two previous volumes, has resulted in poor technique this time. Most plays are "cute" rather than dramatic, and of no special distinction. Eight programs for the special weeks celebrated in schools provide unique contemporary value.

R. J. W.

Claremont College Reading Conference, Seventeenth Yearbook. By Claremont College and Pi Lambda Theta. Claremont, California: Claremont College Curriculum Laboratory, 1952. Pp. 139.

Resulting from the twentieth annual conference on reading at Claremont College, this yearbook, like its predecessors, develops the broad definition of reading as a discriminative reaction of all stimuli, of which printed symbols are but one type. Peter Spencer, whose fruitful idea this is, elaborates on it in the opening chapter. Other notable chapters are by Gordon Allport and Edgar Dale who apply the concept in dealing with such central educational issues as the cultivation of humaneness and of freedom from prejudice.

D. K.

Mental Hygiene for Classroom Teachers. By Harold W. Bernard. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1952. Pp. 472. \$4.75.

A great deal of sound advice is offered here to the teacher on how to foster her own mental health as well as that of children in her classroom. An unusual feature of this textbook is the attention devoted, in three separate chapters, to the potentialities in art, in writing, and in drama and play, for achieving mental health values.

D. K.

Speak Correctly. By Lillian Haut. 101 East 16th Street, New York 3, New York: Speech Handbooks, 1951. Pp. 56. \$1.50.

Planned for adults with a good education, but who may have acquired certain faulty habits of speech, this handbook provides intensive drills on common errors in an accurate, non-technical manner. Although comparatively high-priced, it is worth more to the eager student or teacher-candidate wishing to have a compact guide to improvement in diction, voice, pronunciation, and oral reading. Recommended.

R. J. W.

Educational Research and Appraisal. By Arvil S. Barr et al. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 362.

This book presents "a survey of the major methods of problem-solving and evaluation in education." It provides an excellent introduction to the concepts and techniques used in educational research. Beginning graduate students will find here a great deal of help in conducting their first research studies; teachers who lack interest in becoming producers of research may still read this volume profitably for the background it gives for understanding and using research reports. D. K.

Children's Books Too Good to Miss, Revised Edition. By May Hill Arbuthnot et al. 11105 Euclid Avenue, Cleveland 6, Ohio: Western Reserve University Press, 1953. Pp. 61. \$1.00.

The compilers, teachers and children's librarians, give as their first reason for compiling this list the fact that "the influx of new books for children is so staggering each year, and their pictorial appeal is so potent, that old favorites are being crowded out." This compilation has therefore been concerned with those books which every child "should at least have a look at." The result of careful evaluation and re-evaluation by five experts who work directly with children, the list has considerable reliability. The attractive format, profuse use of illustrations from children's books, and excellent annotations make this booklet interesting as well as useful. The age range is from six to fourteen years. L. M. J.

Let's Read. Book One, Reading for Fun; Book Two, Reading for Experience. By George Murphy et al. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 366 and 430 respectively. \$2.48 and \$2.56 respectively.

Revisions of the first two books in a popular high school reading series. Designed for use by students whose reading rate and accuracy of comprehension need further development, these books make little pretext of teaching specific comprehension or word attack skills. Liberal use of photographs and cartoons adds to the books' appeal. I. J. S.

Better English, Grade Twelve. By Max J. Herzberg et al. 72 Fifth Avenue, New York 11, New York: Ginn and Company, 1953. Pp. 458. \$2.80.

The last book in the Ginn junior and senior high school series of English texts. See the May-June, 1952, and September-October, 1953, issues of the CHICAGO SCHOOLS JOURNAL for an analysis of the strengths and weaknesses of the series. I. J. S.

A Manual for the Differential Aptitude Tests. By A. G. Wesman et al. 522 Fifth Avenue, New York 18, New York: The Psychological Corporation, 1952. Pp. 77.

The authors have performed a distinct and most important service to guidance personnel in providing a complete manual to accompany the DAT's. If only the idea would become contagious among test publishers and authors! This manual includes separate sections on the rationale and principles of construction underlying the eight tests, descriptions of the tests, directions for their administration and interpretation, and scoring procedures. Separate percentile norms are provided for boys and for girls for grades 8-12 inclusive. The authors have provided extensive validity data, most of which are in the form of coefficients of correlation. Reported are correlations between the DAT and (a) various course marks, (b) several standardized achievement test batteries, (c) other aptitude tests, (d) intelligence tests, and (e) the Kuder Preference Record. Complete information on the reliability of each of the tests is also included. The norms are far better than those provided with similar test batteries. Numbers are large—a total of 47,000

students participated, with over one hundred school systems from 26 states contributing to the normative sampling. The authors have done an outstanding job. L. O. H.

Teaching Methods for Physical Education. By Clyde Knapp and E. Patricia Hagman. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1953. Pp. 386. \$4.75.

Textbooks dealing with teaching methods are often theoretical and lack examples of practical application. This excellent text on methods in physical education for secondary schools does not neglect theory, but relates it directly to actual teaching situations, analyzing thoroughly the various methods and how they apply specifically to the particular objectives, activities, and facilities of this field of education. Other elements in teaching are discussed with emphasis on their relation to methods and the consideration which should be given them in planning the over-all approach. L. C.

An Introduction to Social Science, Books I and II. By Arthur Naftalin et al. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott and Company, 1953. Pp. 392 and 361 respectively.

Those instructors who are in search of integrated subject matter for their social science classes will find it in the Introduction. The authors and compilers of this book were not satisfied with the usual integration, ordinarily nothing more than a compilation of excerpts and chapters from more detailed accounts of each of the social sciences. They made the core of their study man himself. Their selections, accompanied by proper commentaries, dwell on many facets of human personality and the role of society and state in developing and aiding the same. The contents of the two books, bound in one, will prove fascinating even to the dull student, since they mirror his personality and show him those aspects of society most intimately related to him. J. C.

How to Make Mobiles. By John Lynch. 381 Fourth Avenue, New York 16, New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1953. Pp. 96. \$3.00.

In the last twenty years a new form of art has appeared on the scene. This new device, the mobile, not only involves form and color but also provides motion. Mobiles are generally hung from ceilings where space permits them to revolve. They may be made from such common materials as wire, wood, plastics, and glass. The author has provided complete instructions on how to design, construct, and balance mobiles. The book is replete with illustrations of mobiles that have been constructed by well-known artists. C. H.

Introduction to Testing and the Use of Test Results in Public Schools. By Arthur E. Traxler et al. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Pp. 113.

An excellent book which can be read profitably by the school administrator, adjustment teacher, classroom teacher, or interested parent. Despite the inclusiveness of the title, the book might perform a more comprehensive function than "Introduction..." indicates. It might well serve not only as an introduction to testing, but also as a sort of basic reference or review and guide for those charged with intelligent administration of a testing program. The purpose of a testing program; the necessary planning; the selection, administration, and scoring of tests; and the analysis, recording, and use of results are presented honestly, directly, and understandably. Errors to be avoided as well as practices to be followed are described. A hypothetical case which illustrates the use of the principles and practices outlined earlier in the book serves as a summary. R. A. G.

Winnetka Chart for Determining Grade Placement of Children's Books. By Carleton Washburne et al. Distributed by Division of Publications, The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania.

This valuable chart, unavailable for some time, has been reprinted by Temple University. L. M. J.

How to Draw Fishing Craft. By Stuart E. Beck. 432 Fourth Avenue, New York 16, New York: Studio Publications, Inc., 1953. Pp. 63. \$1.50.

The nautically-minded sketch enthusiast may find this small, specialized book of use in searching out the details of commercial fishing boats and the tools of the fishing trade. J. W. E.

How to Draw Garden Flowers. By Margaret Simeon. 432 Fourth Avenue, New York 16, New York: Studio Publications, Inc., 1953. Pp. 64. \$1.50.

Flowers are the theme of this short monograph. Plainly the author is deeply concerned with the character and structure of leaves and flowers. The student is urged to observe closely, arrange carefully, and translate lovingly. Sample drawings are included. J. W. E.

Supplementary Bibliographies for users of the *Anthology of Children's Literature*. Second Edition. By Edna Johnson et al. 2 Park Street, Boston 7, Massachusetts: Houghton Mifflin Company, 1953. Pp. 19.

This supplement, which covers the period from June 1950 to April 1953, brings the bibliographies in the book up to date. L. M. J.

Mother Goose Nursery Rhymes. Illustrated by Eulalie. 200 Fifth Avenue, New York 10, New York: The Platt and Munk Company, Inc., 1953. Unp. \$1.25.

Here is a collection of the best-loved nursery rhymes with colorful full-page illustrations on alternating pages. There are also smaller colored pictures throughout the book. This is a worthwhile volume for the classroom or the child's own library. L. M. J.

Personal and Vocational Typing. By Rosa G. Webber. 1140 Columbus Avenue, Boston 20, Massachusetts: The Christopher Publishing House, 1953. Pp. 140. \$2.75.

In this text the sentence is used in presenting pattern reaches from home row to adjacent keys in diagonal lanes. Paragraphs are introduced in Lesson 8; letters in Lesson 25. Letter-style illustrations are excellent. Considerable explanatory material adds to the self-teaching value of the book, which is also suitable for classroom work. Essentials of typing are presented in seventy-one lessons in this small text. P. M. C.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Mara, Daughter of the Nile. By Eloise Jarvis McGraw. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 279. \$3.00.

The exciting love story of a slave girl who became a spy in the time of Thutmose the Second will hold the interest of teenage girls. The leading characters aid, through intrigue and disguise, a rightful heir who will free Egypt from a queen who despoils the land for personal glory. The versatility of plot, character delineation, and setting of her stories, as well as the genuinely good writing of this author, are to be commended. E. R.

The Super's Daughter. By Anne Tufts. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 216. \$2.50.

Helping her Czech father, superintendent of a large New York apartment building, keeps seventeen-year-old Casimeria busy but resentful because of her inability to

The Reading Method. By Otto F. Bond. 5750 Ellis Avenue, Chicago 37, Illinois: The University of Chicago Press, 1953. Pp. 360. \$6.50.

This book may seem self-explanatory to teachers of language. However, it does far more than defend a method; it justifies the method by following through a twenty-year period the evolution of a procedure for the teaching of elementary language courses at the college level. While the documentation draws mainly on courses in French, the book will be an indispensable item for the libraries of colleges and universities which prepare teachers of any modern language. D. F. R.

Everyone Can Paint Fabrics. By Pearl F. Ashton. 432 Fourth Avenue, New York 16, New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1952. Pp. 163. \$3.95.

A step by step account of the author's method of painting on fabrics is presented in this book. Materials, equipment, and tools needed are described in detail. The method of preparing them for use and how to use them is so thoroughly explored that the reader's every question seems to be answered. Suggestions of things to make are given and sample products are shown through the use of photographs. The book is heavily illustrated with sketches by the author. M. C.

A History of Valentines. By Ruth Webb Lee. Designed by Betty R. Binns. 432 Fourth Avenue, New York 16, New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1952. Pp. 239. \$5.75.

In this book the author presents the history of valentines from Roman times to the present day. Valentines are classified into the many kinds produced during the past centuries in both America and England. The text is enhanced by the use of many black and white photographs and color plates. The valentines are interpreted by the author from both a literary and an artistic point of view in relation to those that preceded them. Collectors will appreciate the list of publishers of American valentines. M. C.

The Way of Wood Engraving. By Dorothea Braby. 432 Fourth Avenue, New York 16, New York: The Studio Publications, Inc., 1953. Pp. 96. \$4.50.

This is the latest of forty-six "How To Do It" books on art and art processes produced over a period of years by this publisher's English counterpart. It is a valuable guide to the practices and the pitfalls of an old and exacting craft. The text is beautifully supplemented with many wood engravings, principally by English artists. J. W. E.

earn much money. Ambitious to be a comic artist, she transfers to a school where the teachers and friends help her toward fulfillment of her adolescent dream. Teenage problems, mystery, intrigue will appeal to girls, but plot and situation overshadow opportunities for real character development. For high school girls. M. S. S.

Annapurna; First Conquest of an 8000-meter Peak. By Maurice Herzog. Translated from the French by Nea Morin and Janet Adam Smith. Cartographic and Photographic Documentation by Marcel Ichac. Illustrated in color and monochrome-gravure. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 316. \$5.00.

In a tersely reported tale of utmost co-operation and unselfish leadership, the abrupt beginning catapults the audience into the intensive action of a few summer months in the Himalayas. The organization of the party

and the characterization of the members are completely depicted. The translation is understandable and the documentation, with footnotes, glossary, photographs, and maps, is commendable. The significance of the expedition and the sacrifices, especially of the leader, are embodied in his conclusion, "There are other Annapurnas in the lives of men." E. R.

A Fair World for All; The Meaning of the Declaration of Human Rights. By Dorothy Canfield Fisher. Illustrated by Jeanne Bendick. 330 West 42nd Street, New York 18, New York: McGraw-Hill Book Company, 1952. Pp. 160. \$2.75.

After studying the records of debates and interviewing members of the United Nations, Mrs. Fisher undertook to comment on the main idea of basic human rights in each of these thirty articles. Her purpose is to give the general impression of ideas we agree upon as a human family. It would be impossible to treat the different interpretations of various groups. As an introduction giving examples of general principles in terms an American child can understand, it is commendable.

E. R.

Little Mule. By John Burress. 424 Madison Avenue, New York 17, New York: The Vanguard Press, Inc., 1952. Pp. 314. \$3.00.

A novel, for young people, that depicts the struggle for existence of a young widowed mother with five children. The youngest, four-year-old Little Mule, as he is nicknamed, is the center of interest. The sordidness of poverty and the meanness of some small town people are depicted, as well as the good folk of the town and the good things in life despite extreme poverty. Often overly sentimental and slow moving, the novel comes to life at times with flashes of humor and a keen perception of the minds of the young.

G. E. B.

To Heaven on Horseback. By Paul Cranston. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 255. \$3.00.

Narcissa Whitman, with her medical missionary husband, had an unprecedented honeymoon journey through the wilderness to the savage Indian Oregon territory. This story of their deep and abiding love has unusual depth of understanding and introspection into the private heart of a woman—is moving, yet realistic. All the power and beauty of spirit of this noble pioneer woman is woven with faithfulness to details, gleaned from diaries and documents, and with skillful artistry into a truly good story.

M. S. S.

Cross My Heart. By Naomi John Sellers. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1953. Pp. 280. \$2.75.

Dating brought many new, troubling problems into Kathy's life and her acceptance into the exclusive girl's high school club demanded sacrifices of pride and honor. How she resolved her difficulties, written in the first person, lacks acceptable solutions. Both family relations and character development are poor. Not recommended.

M. S. S.

Relief Pitcher. By R. G. Emery. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1953. Pp. 189. \$2.50.

With a good sense of character development and the ability to tell a story of this kind well, the author has given to young readers not only a good baseball story but a sense of the meaning of courage in the real world in which we live. Johnny Hyland, the prospective big league pitcher, learns through many difficult trials the true meaning of self-confidence and success in the high pressure world of big time sport.

G. E. B.

Brother Dusty-Feet. By Rosemary Sutcliff. Illustrated by C. Walter Hodges. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1953. Pp. 231. \$2.50.

This is a good introduction to medieval life in England and an insight into the theater of the day. Hugh Coplestone has many harried experiences when he and his dog run away from his cruel foster parents and join a band of strolling players who protect him and teach him the feminine roles in the religious morality plays which they perform throughout the small villages. Hugh finally finds his dead father's best friend who urges him to join his household, thereby insuring a good education and a secure future. The boy struggles between his loyalty to the players and his desire to carry out his father's wishes. Boys between the ages twelve to sixteen should find this interesting and informative reading.

M. S. S.

Drummer of Vincennes: A Story of the George Rogers Clark Expedition. By George Armour Sentman. Illustrated by John Gretzer. 1010 Arch Street, Philadelphia 7, Pennsylvania: John C. Winston Company, 1952. Pp. 181. \$1.50.

The almost unendurable hardships of the march through the flooded plains of the Wabash toward Vincennes are vividly re-created. It's a pity, though, that the drummer boy of George Rogers Clark's journal should be imagined with so many juvenile, delinquent characteristics, and be so luridly and sensationally described in his pursuit of revenge. His role as a drummer is quite episodic and seems merely coincidental.

M. G. K.

The Night Watch; Adventure with Rembrandt. By Isabelle Lawrence. Illustrated by Manning de V. Lee. Box 7600, Chicago 80, Illinois: Rand McNally and Company, 1952. Pp. 272. \$2.75.

Fact and fiction are woven into a highly intricate, mysterious, sentimental story concerning Rembrandt and his apprentice at the time he painted "The Night Watch."

M. S. S.

The Valley of Song. By Elizabeth Goudge. Illustrated by Richard Floethe. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1952. Pp. 281. \$3.00.

A whimsical tale of real people in fantastic situations. Tabitha takes her friends to the Valley of Song where time stands still and all who are permitted to enter must do so as little children. Anything is possible for those who have courage and determination. An unsuccessful attempt to blend realism and fantasy. The age group in America for whom the book is designed will fail to appreciate it.

M. S. S.

Joshua Slocum, Sailor. By Beth Day. Illustrated by Walter H. Buehr. 2 Park Street, Boston 7, Massachusetts: Houghton Mifflin Company, 1953. Pp. 248. \$2.75.

The thrills and adventures of one who lives for the sea are portrayed in the biography of Joshua Slocum. Successive promotions from sea cook at the age of twelve to captain of a sailing ship at twenty-four were the result of courage, perseverance, and hard work. His adventures in a variety of sailing sloops take him to all parts of the world. The day of the sailing ship was over in the '90's, but the crowning achievement of Slocum was his circumnavigation of the globe singlehanded in a rebuilt sloop, the *Spray*, after he had reached fifty.

High level adventure for high school boys.

W. J. D.

The Demolished Man. By Alfred Bester. 5525 Blackstone Avenue, Chicago 37, Illinois: Shasta Publishers, 1953. Pp. 250. \$3.00.

A futuristic adult novel of murder, mystery, and intrigue. Realistic, yet subjective at times with its philosophical overtones, the author attempts to depict life in

the twenty-fourth century. The mood of the book is rather grim and horrible, yet the theme implies "that in the endless universe there has been nothing new, nothing different." Interesting particularly for its unique style which emphasizes short, brusque phrases of dialog.

G. E. B.

Christy Mathewson: Baseball's Greatest Pitcher. By Gene Schoor with Henry Gilfond. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1953. Pp. 180. \$2.75.

Biography for young readers who take their baseball seriously. A fairly successful attempt to re-create the early days of baseball through an intimate portrait of one of the game's most fabulous players. There is no attempt to glamorize baseball; a frank account is given of the roughness and earthiness of the sport in what has sometimes been called its most colorful era.

G. E. B.

Cochise. By Edgar Wyatt. Illustrated by Allen Houser. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1953. Pp. 192. \$2.50.

A fascinating tale of the struggle for understanding between Apaches and white settlers in Arizona and New Mexico following the Gadsden Purchase. Cochise, peace-loving chief of the Chirachua Apaches, is drawn into a series of battles with blundering United States generals. Only through the help of Tom Jeffords and an emissary of President Grant, General Oliver Otis Howard, is the problem between the white and the red man finally solved. Indian lore and legend abound. An excellent feature is the glossary of Spanish and Indian names used in the story.

W. J. D.

Mail for the World. By Laurin Zilliacus. 210 Madison Avenue, New York 16, New York: The John Day Company, 1953. Pp. 256. \$3.00.

The story of the Post written for the layman and of especial interest for the high school reader. Postal service throughout the world from the dawn of history to the present day closely parallels recorded history itself. The narrative creates a good over-all picture of this form of communication in a framework of world his-

tory; and, further attempts a plea for a peaceful and united world in citing international postal service as a concrete example of the successful co-operation of nations in achieving a common goal.

G. E. B.

Great Lakes Sailor. Written and illustrated by Jane Rietveld. 18 East 48th Street, New York 17, New York: The Viking Press, 1952. Pp. 188. \$2.00.

Tom's deep yearning in 1844 to try a sailor's life finally convinces his father that he should have the opportunity. As a cabin boy on a trip from Milwaukee to Buffalo he faces fears, hardships, hard work, and loneliness but discovers the deep satisfactions of a beloved vocation. His indecision regarding the merits of steamers versus sailboats is understandably told, as are his family relations and the general mid-nineteenth century background.

M. G. K.

The Story of Locks. Written and illustrated by Walter Buehr. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Pp. 45. \$2.00.

This is an intriguing short book written to acquaint readers with the fundamental workings of the locks all around us. No complicated details are included in any of the twenty-eight modern illustrations which help to tell this lock story. Competition between lock-inventor and safe-cracker "Yegg" is spoken of in a humorous, light style. Inventor is "way out front" at the end of Walter Buehr's interesting forty-five pages.

F. O. A.

Messenger by Night. By Mary Evans Andrews. Illustrated by Avery Johnson. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, 1953. Pp. 206. \$2.75.

A realistic picture of the Greek war effort in World War II. The courageous Greeks, in their effective resistance against the invader, are dramatized in this story of Tasso, a boy of Rhodes, his family, and his young friends. The characterization is excellent; the plot builds to an exciting climax with Tasso carrying the important message for the Underground. This is a novel that effectively depicts for young people the meaning of courage and devotion to country.

G. E. B.

FOR YOUNGER CHILDREN

Science Fun with Milk Cartons. By Herman and Nina Schneider. Illustrated by Jeanne Bendick. 330 West 42nd Street, New York 36, New York: Whittlesey House, McGraw-Hill Book Company, 1953. Pp. 156. \$2.50.

With paper clips, string, and a few other simple materials, boys and girls can have fun constructing such things as trucks, railroad cars, boats, and bridges from milk cartons. The models illustrate many of the principles of science and really work if the detailed directions are followed. Step by step drawings simplify the procedure for the embryo engineer. Some patience and skill will be needed to build a canal with snug fitting gates or a belt-driven water wheel. However, plans for easy-to-do models are included and, best of all, there is no shortage of materials.

M. B.

The Film-Story Books: The Firemen, Three Little Kittens, Shep the Farm Dog, Gray Squirrel, A Day at the Fair, The Food Store, The Mailman, and Farm Animals. By Paul Witty. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1950. Pp. 30 each.

These books comprise a series called *It's Fun to Find Out*, and each book is based on the Encyclopaedia Britannica film of the same name. A book may be read

by the children after they have seen the film, or it may be read without using the film. At the end of each book are questions for the children to answer and a list of some of the words in the story. Good supplementary reading material for accelerated children in the primary grades.

M. G. H.

Rumpus, the Remarkable Kitten. By Charles E. Bracker. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp. 25 cents.

A kitten's tearful prayers are answered in a dream during which he thinks he is a tiger. Not as good as some of the other twenty-five cent books published by the same company.

M. G. H.

Robin and Mr. Jones. Written and illustrated by Decie Merwin. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1953. Pp. 128. \$2.50.

While her parents are in Mexico, Robin learns to ride the pony of Cherub Talbut who would rather draw. There's the well-worn plot, developed by rather stilted conversation, of becoming fond of the pony, winning in the horse show, and being surprised by becoming Mr. Jones's owner. The background is one of great affluence which strangely enough includes the slightly stereotyped librarian aunt.

M. G. K.

The Truants. By J. C. Badcock. Illustrated by Margaret Wetherbee. 333 Sixth Avenue, New York 14, New York: Pantheon Books, Inc., 1953. Pp. 124. \$2.75.

A pastoral story of the English countryside that is a good nature book for those young people particularly interested in wild life and the more subtle adventures of the natural scene. Characterization is good; the plot centers around two brothers who are opposites in their nature, one sensitive and introverted, the other wild and daring. Their adventures, their thoughts, their feelings constitute an unusual story for the exceptional reader.

G. E. B.

A Horse for the Island. By Bettina Ehrlich. 40 East 33rd Street, New York 16, New York: Harper and Brothers, 1952. Pp. 213. \$2.75.

To the Italian island of Limore comes a farmer bringing to the fisherfolk not only the first horse ever seen but also, all unwittingly, an entirely new way of life. The charm lies in the wry humor, the warm and tender personalities, the deeply moving understanding of the human heart. This will be a part of the literature of our time.

M. S. S.

Miss Pickerell and the Geiger Counter. By Ellen MacGregor. Illustrated by Paul Galdone. 330 West 42nd Street, New York 18, New York: McGraw-Hill Book Company, 1953. Pp. 123. \$2.25.

The heroine of a previous trip to Mars capitalizes on her knowledge of geology to help a young man discover uranium. Humorous mixture of such mundane characters as a river boat owner, an old lady and her cow, and more unusual ones such as a sheriff who wanted to be an atomic scientist, and an atomic scientist who couldn't resist stealing a cow to try out a new fly spray.

E. R.

Kid Brother. By Jerrold Beim. Illustrated by Tracy Sugarman. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 48. \$2.00.

Buzz feels that his kindergarten brother is mostly a nuisance until Frankie retrieves his Indian headdress in the school play. A realistic yet optimistic treatment of a plaguing problem which children will recognize as their own from the text and through the appealing illustrations.

M. G. K.

Cub Scout at Last! By Henry Gregor Felsen. Illustrated by Robert Henneberger. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 131. \$2.00.

Cubmaster Felsen writes his first book for the younger set, and makes it almost a manual of Cub Scouting. In planning a share of the Pack Exposition, Jerry and his den mates learn that originality and resourcefulness count for as much as elaborate preparation. In combining eating with their show, Felsen demonstrates a solid, firsthand knowledge of boyhood.

M. G. K.

The Jolly Book of Mother Goose. Selected and illustrated by Margaret Jervis. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp. 25 cents.

The title is self explanatory. The illustrations are colorful and attractive.

M. G. H.

Little Engine Out West. By Nila O'Hearn. Illustrated by Charles Payzant and John Knight. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Pp. 25. 25 cents.

A personified engine receives a medal for bravery when he arrives safely at his destination after having been attacked by Indians who were driven off by soldiers.

M. G. H.

The True Book of Animals of Small Pond. Written and illustrated by Phoebe Erickson. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, 1953. Pp. 44. \$2.00.

This is a true-to-life story about the animals which live in and around a little pond in Connecticut. The habits of the raccoon, mink, muskrat, beaver, and otter are told and illustrated in such a way as to be appealing to accelerated primary children and slow-reading children in the middle grades.

M. G. H.

Downy Woodpecker. By Paul McCutcheon Sears. Illustrated by Barbara Latham. 8 West 13th Street, New York 11, New York: Holiday House, 1953. Pp. 44. \$2.00.

This book is proof that creatures in the animal kingdom need not be personified to be appealing. Children will learn scientific facts and appreciation by reading this fascinating story of a year in the life of a downy woodpecker. Probably second reader vocabulary.

M. G. H.

Learning to Use Arithmetic, Readiness Book. By Agnes Gunderson and George Hollister. Illustrated by Alice Freeman. *Learning to Use Arithmetic I.* By Agnes Gunderson and George Hollister. Illustrated by Beverley and Patrick Fitzpatrick. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 63 and 96 respectively. 52 and 64 cents respectively.

These books are meant to build understandings of the meanings and relationships of numbers. Like many other arithmetic workbooks, some of the illustrations are so small and colorless the children would have difficulty in counting the objects. According to the publisher, the first book listed gives practice in counting to ten, developing meanings of numbers to ten, and writing the numbers to ten. The second book listed, which is supposed to be used in the second half of first grade, gives practice in the teen numbers, addition and subtraction to sums and minuends of six, and in reading and writing numbers to one hundred.

M. G. H.

What's Inside the Earth. By Herbert S. Zim. Illustrated by Raymond Perlman. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1953. Pp. 32. \$1.75.

This is one of the new series of books by Dr. Zim which is planned so that adult and child can read and discuss the contents together. The layout consists of alternate pages of small and large type, of pictured questions and inside views. The language is simple enough for young children when the vocabulary is developed by means of the graphic illustrations. A stimulating beginning of earth science for the middle-grade child is provided by the inclusion of concepts of mountain building, volcanic eruption, and erosion. Parents and teachers will find that the colored illustrations and clear text answer many of the questions which children ask about caves, rock, and wells.

M. B.

Parrakeets. By Herbert S. Zim. Illustrated by Larry Kettlekamp. 425 Fourth Avenue, New York 16, New York: William Morrow and Company. 1953. Pp. 64. \$2.00.

Amateur parrakeet breeders and trainers will find this book an essential source of basic information for their interesting and enjoyable hobby. Pet owners, both children and adults, can make use of the clear, well-illustrated explanations which describe the feeding, training, and care of parrakeets, the breeding and raising of young. Practical information is given on building nesting boxes and breeding cages, banding, and teaching these pets to talk.

M. B.

You and Space Neighbors. By John Lewellen. Drawings by Winnie Fitch and Joe Phelan. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, 1953. Pp. 58. \$1.50.

The immensity of the universe; the dizzy whirling of planets, stars, and galaxies; the possibility of other inhabited worlds are more stimulating than science fiction. This book brings interesting and factual information regarding the near and distant neighbors of our planet, Earth. Throughout the book, the author has consistently attempted to develop the concepts of the unbelievable distances and speeds. He has presented the best of present theories regarding the age of the earth, the expected fate of our sun, and the composition of heavenly bodies. This book is especially written for the space-minded youngster and will hold his attention to the end. M. B.

Whose Little Boy Are You? By Betty van Witsen. Illustrated by Charles Bracker. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, 1953. Unp. 25 cents.

Five-year-olds will like this story of a little boy who is lost at the zoo. The jolly zoo attendant helps the boy have fun while he looks for his mother. M. G. H.

Nicholas and the Wool-Pack. Written and illustrated by Cynthia Harnett. 210 Madison Avenue, New York 16, New York: G. P. Putnam's Sons, 1953. Pp. 181. \$2.50.

To recreate the spirit and flavor of the Middle Ages and make of it a realistic reading experience for young people is not an easy task. The author of this historical adventure story has successfully combined indubitable scholarship and an exciting prose style into a worthy contribution to our literature. The skill of the author does not end here, for her excellent line drawings add immeasurably to the over-all effect. Here is England, the Middle Ages, the fifteenth century wool-producing and weaving industry, and a most absorbing love interest. From these ingredients flow the speech, the life, the fullest flavor of the times. And this occurs without loss of reality and meaning for young readers of today. This is so because the characters move and live. Their day by day experiences are meaningful to us, and their joys and sorrows are universal. History becomes a re-animation of things past when handled so expertly and with such feeling. G. E. B.

Hubbub in the Hollow. By Irene Smith. Illustrated by Tony Palazzo. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1952. Pp. 48. \$2.00.

Tiring of the "hoot, honk, and hurry" of the big city in which they live, Alice and Albert find a quiet little house in the woods. At first the woodland animals resent the intruders but their animosity vanishes when these city people give them protection from a feared enemy. The charming, soft-toned illustrations blend well with the quiet, kindly atmosphere of this book which is a welcome change from the action-packed story. Suitable for third- and fourth-grade readers. J. B.

I Can Read and Hear Me Read. By Anna D. Cordts. Illustrated by Clare McKinley. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1953. Pp. 128 each. \$1.68 each.

These are phonics textbooks which, according to the publisher, are on level one and level two, respectively, and are planned to supplement the basic text. Inasmuch as no manual accompanied the books, it is difficult to know just how they were meant to be used. Little stick-figures point out beginning sounds, vowels, and endings on almost every page, in addition to a so-called "cue" which the child supposedly is expected to use in attacking new words. M. G. H.

When Grandma Was a Girl. By Mildred Summit. Illustrated by Sari. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp. 25 cents.

Past history is told in terms of the present which little children understand. Good illustrations help to clarify the story that Grandmother tells the children. Probably for six- and seven-year-olds. M. G. H.

Princess. Pat, the Paddle Boat. By Muriel Johnstone. Illustrated by Charles Payzant and John Knight. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp. 25 cents.

Kindergarten-primary children will like this story of an old paddle boat whose captain takes her out to sea for what was supposed to have been her last voyage. Not only does she weather a storm, but she gives aid to a ship in distress. As a result, she is repaired and put back into service. M. G. H.

Peter's Long Walk. By Lee Kingman. Illustrated by Barbara Cooney. 575 Madison Avenue, New York 22, New York: Doubleday and Company, 1953. Pp. 47. \$2.50.

Kindergarten children will sympathize with Peter, the lonely little farm boy, who goes for a walk to look for someone to play with. When he returns home, a little discouraged, he finds his old friends, the cat, dog, sheep, and ducks waiting for him. M. G. H.

My Friend Yakub. By Nicholas Kalashnikoff. Illustrated by Feodor Rojankovsky. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Pp. 249. \$2.75.

Siberia under the Czar in the early days of the twentieth century provides the setting for this highly successful novel for young people. From this seemingly cold and sterile land a warm and very human story of the everyday life of Siberian peasants unfolds. The land becomes not the frozen world of a few strange peoples, but a real place where people work and live and play in much the same manner as many of our own people. Their hopes and fears, their basic character and beliefs are universal, thus making identification satisfying and complete. The beloved Jakub, artist, storyteller, man of golden heart, and the boy Kolya who narrates the story are strong characterizations. The essential structure of the book is concerned with the detailed everyday lives of these very real people. Its success and strength lie in its basic humanity as exemplified in old Jakub, symbol of love and truth. G. E. B.

The Magic Fishbone. By Charles Dickens. Illustrated by Louis Slobodkin. 424 Madison Avenue, New York 17, New York: Vanguard Press, Inc., 1953. Pp. 36. \$2.50.

The typical Slobodkin illustrations, very appropriate and very profuse, give an irresistible charm to Dickens' not-so-well-known delightful nonsense tale. For grades three and four, although anyone with a sense of humor will enjoy it. L. M. J.

Here Comes the School Train! By William H. Bunce. Illustrations by the author with photographs. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 63. \$2.00.

A moving story about a mobile school which actually exists in Canada. Pen drawings and photographs enhance the text which is suitable for the intermediate grades. The basic story is school life aboard a train, embellished by adventures along the way. The perfect school situation wherein the school goes out into the world. An excellent book. M. M. L.

End of a Golden String. By Helen Girvan. Illustrated by Vaika Low. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 192. \$2.75.

In striving for realism, the author dwells interminably upon the humdrum details of an ordinary existence. The undue stress results in melodrama and nostalgic sentimentalism. Never does the commonplace rise to significance. Nana May's deathbed supplication that Ronny look for the end of the gold string in New York has no higher motivation than expediency: the "end" turns out to be a poodle, a career, and a husband. As Ronny winds "golden opportunity" into a "useful" ball, Blake's mystic symbolism degenerates into an exercise in materialism. M. C. A.

Outlaw Red. By Jim Kjelgaard. 8 West 13th Street, New York 11, New York: Holiday House, 1953. Pp. 230. \$2.50.

Sean, a beautiful Irish setter and the sensitive son of Big Red, appears destined to be a "show dog" for the rest of his life, until circumstance alters the picture and he suddenly is on his own in the wilderness. From this point the situations faced by Sean are intensely woven into an outdoor adventure that is the finest yet to come from the pen of this author. It is definitely one of those rare books that is likely to be extremely popular with young readers of the upper grades and at the same time a literary success in every sense. The author writes with authority and deep feeling. Action, adventure, and suspense permeate the story; character and theme are superbly drawn. Mr. Kjelgaard belongs at the top for adventure and dog stories for young people. G. E. B.

Follow the Road. By Alvin Tresselt. Illustrated by Roger Duvoisin. 419 Fourth Avenue, New York 16, New York: Lothrop, Lee, and Shepard Company, Inc., 1953. Unp. \$2.35.

Where was the road going? The little boy wondered. So he hopped into his ratty red wagon and down the road he went "with the wind in his ears and a pocket full of marbles." Over the hills, through the valleys, past cities, across railroad tracks, and onto a super-highway the road went. But of course at dusk it brought the little boy home again. This delightful book is a happy combination of smooth-flowing prose and fascinating double-page illustrations, mostly in color.

L. M. J.

Cowboy Sam and the Fair. By Edna Walker Chandler. Illustrated by Jack Merryweather. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1953. Pp. 92. \$1.40.

In the story of Cowboy Sam and his ranch friends many second-graders in the city will experience for the first time the fun and excitement of a county fair. The preparing of the live entries and the cooked and canned produce, the hopeful waiting, the final judging, and the triumphant parade will make any youngster rejoice with Sam and Sally whose thoroughbred bull and prize turkey are both declared champions, and with Aunt Rose and Freddy who also won awards.

M. E. C.

Donny and Company. By Elizabeth Kinsey. Illustrated by Mary Stevens. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1953. Pp. 189. \$2.50.

Young readers will find welcome pals in Donny, his sister Ann, and their friends in Round Hill. With good-as-life pictures by Mary Stevens the story presents the highlights in suburban life for boys and girls: the March blizzard in which snow-bound neighbors weathered the storm by sharing their resources; the team work which brought a baseball field to the village; and the attractions of the city on a Saturday shopping excursion. M. E. C.

The Mongrel of Merryway Farm. By Julie C. Tatham. Illustrated by Edwin Megargee. 2231 West 110th Street, Cleveland 2, Ohio: World Publishing Company, 1952. Pp. 232. \$2.50.

Sally, whose father and mother own a dog hospital and kennels, wants to keep Rusty, one of a litter of dogs born there. The story concerns itself with various schemes devised by Sally and her brother to keep Rusty against their parents' rule forbidding their children from owning pets on the premises. While the author presents much information on the care and training of dogs, the story is too sophisticated for the group intended and the print is too small. Too much importance is placed on the subject of money. J. B.

A Den For Tony. By Nancy Woolcott Smith. Illustrated by Jessie Robinson. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 87. \$2.25.

Tony hated to leave his Cub Den and friends in the big city and move to a small country town. Lonesome and alone while his parents are away at work, he finds a mysterious message which opens the way for him to join the local Cub Scouts, earn money for dues, and make new friends. The text makes frequent allusions to comic books. Middle-grade readers will feel that Tony solved his problems too easily and quickly. Overpriced for what it offers. J. B.

The Magic Ball from Mars. By Carl L. Biemiller. Illustrated by Kathleen Voute. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1953. Pp. 127. \$2.50.

Johnny has his space adventure right in the rolling hills of New Jersey. His "marquartz" ball and the Man from Out There mystify even the Pentagon officials whom Johnny's father consults. It gets to be uncomfortably dangerous at times, so that home is a most welcome, secure haven. M. G. K.

Who Built the Highway? A picture story by Norman Bate. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1953. Unp. \$2.50.

Clever brown-tone illustrations predominate. A new reader's delight, this book makes clear the problems of road building and the sundry devices used to accomplish the task. It takes a matter of fact subject and gives it magnitude. It can be interwoven with a transportation or community unit of study. M. M. L.

The Little House in the Big Woods, The Little House on the Prairie, Farmer Boy, and On the Banks of Plum Creek. By Laura Ingalls Wilder. Illustrated by Garth Williams. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Pp. 238, 335, 372, and 338 respectively. \$2.75 each.

This new, uniform edition of the Wilder classics is thoroughly satisfying. Attractively designed and well bound, these volumes present afresh the enduring story of those memorable families, the Ingallses and the Wilders. The first book introduces little Laura in the log-cabin life of her early Wisconsin home. The second reports the activities of the Ingalls family in Kansas territory. Almanzo Wilder replaces little Laura as the central figure of the third book, which has New York State for its setting. The fourth volume returns to the Ingalls saga, this time relating daily adventures in southwestern Minnesota. Garth Williams' black-and-white illustrations bring vividly to young readers the people, the tools, and the achievements of Midwest settlements during the last quarter of the nineteenth century.

I. M. K.

Otis Spofford. By Beverly Cleary. Illustrated by Louis Darling. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1953. Pp. 191. \$2.50.

Otis had been warned that someday he would get his "come-uppance." The trouble was.....he didn't know where or when. In the meantime, perpetrating general excitement during and after school hours seemed the only way to satisfy his youthful yearnings. This vibrantly realistic story warmly portrays the assorted antics of schoolboys enrolled in classrooms throughout America today. R. W.

Trip for Tommy. By Margaret Friskey. Illustrated by Jean Edgerton. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1953. Unp. \$1.50.

Little Tommy was neither a stay-at-home nor a traveler but a little bit of both. This simple story is told in words from the *First Thousand Words for Children's Reading*. The quality of the text and illustrations vary, although most of the illustrations are excellent. L. M. J.

Kish of India. By Mildred Houghton Comfort. Illustrated by Arthur Paul. 1632 South Indiana Avenue, Chicago 16, Illinois: Beckley-Cardy Company, 1953. Pp. 128. \$1.60.

Pertinent up-to-date facts concerning the establishment of the new states of India and Pakistan are vividly interwoven in this mystery story of Kishori, a modern day boy residing in a small village. Selected illustrations and authentic photographs furnish accurate visual images of this area for the intermediate grade pupil. R. W.

Ning's Pony. By Hester Hawkes. Illustrated by Kurt Wiese. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 28. \$2.00.

Bo-Lo, a splendid, sturdy pony, claims no bad habits, but is soon discovered to have a fear which arouses his master's disfavor. Overcoming this sad predicament is no easy matter, at least not until Ning takes the situation in hand. This fast-moving, humorous tale should provide an enjoyable experience for the younger children, especially when read aloud. R. W.

Homer Sees the Queen. By Margaret J. Baker. Illustrated by Garry MacKenzie. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1953. Pp. 153. \$2.50.

Homer was a talking-tortoise. This led to exciting situations when the Brown children took him to London for the Coronation. Among these were the meetings with Professor Pardlestone, and with Miss Watchet, owner of Florence, a tortoise. Charming style and humor pervade the story and especially delightful are the romance between Homer and Florence; Homer's homage to the Queen; and the children's subsequent letter to Her Majesty. Primarily for ages nine to twelve, but enjoyable for all ages. E. M. H.

Enchanted Island. By Elizabeth Ladd. Illustrated by Edward Shenton. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 192. \$2.50.

An orphaned girl of ten spends the summer with her Uncle and Aunt and adjusts gradually to the very different way of life in the little coastal village in Maine. She and her new friend, David, just two years older, share adventure and excitement—fishing, boating, and exploring the deserted island. Her contentment is complete when she learns she may stay "for good." Warm, satisfying style. Excellent family and friendship values. For ages ten to fourteen. M. S. S.

Johnny Texas on the San Antonio Road. By Carol Hoff. Illustrated by Earl Sherwan. 1255 South Wabash Avenue, Chicago 5, Illinois: Wilcox and Follett Company, 1953. Pp. 192. \$2.95.

Traveling through Texas alone during the early nineteenth century was a fabulously fascinating journey for Johnny Texas. While enroute to Senor Alvarez in Mexico, Indians, rattlesnakes, and the combined forces of nature, in one way or another, provide unforgettable experiences for the young boy. The forceful, fighting spirit of the Southwest is thrillingly captured in this warm-hearted, adventure-packed story. R. W.

Horses Across America. Written and illustrated by Jeanne Mellin. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 88. \$3.00.

One of younger children's favorite topics, horses, is treated completely in this selection. We find explanations of the many breeds and their uses written in language for the fifth grader and bolstered by wash-type sketches of the highest quality. This book would meet needs in science or social studies units as well as enlighten Mother and Dad. M. M. L.

County Fair. A 4-H Romance. By Anne Emery. 225 South 15th Street, Philadelphia, Pennsylvania. Macrae-Smith Company, 1953. Pp. 222. \$2.50.

Jane Ellison's dream of living on a farm was temporarily satisfied through her membership in a 4-H Club; her conception of farm problems was enlarged and she received a sort of preparatory course for living on the farm which her father eventually purchases. Through Jane's experiences, the author has given authentic pictures of the various facets of 4-H work; and through Jane's romance with the farm boy, Chuck Ransome, the ups-and-downs of adolescent love are sympathetically portrayed. For ages twelve to fourteen. E. M. H.

Jonathan. By Sally Scott. Illustrated by Beth Krush. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, 1953. Pp. 59. \$2.00.

This story will be enjoyed by the intermediate-level child more than by the child under eight years of age. It is a lengthy story about a big, grey, friendly, and very smart cat who thinks so humanly that much thought and concentration are needed by those enjoying the story. It teaches the lesson of proper handling of animals, and shows how children learn through experiencing happy and unhappy situations. M. J. W.

Three Apples Fell From Heaven. By Natalie Belting. Illustrated by Anne Marie Jauss. 730 North Meridan Street, Indianapolis 7, Indiana: The Bobbs-Merrill Company, Inc., 1953. Pp. 158. \$2.50.

This a collection of unfamiliar legends about trees; the stories represent the folklore of almost every country in Europe, and India, Palestine, Arabia, and the Philippines. Although most are short and adapted to reading or telling to children, a few are not appropriate. For grades four to six. L. M. J.

Burglar in the Treetops. By George Heinold. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1952. Pp. 242. \$3.00.

Personal observations and experiences of the author while hunting sixteen common game animals, as the raccoon, gray squirrel, red and gray fox, rabbit, deer, and otter. Written in anecdotal style, giving general information on habitat, breeding, food, and cunning of these beneficial inhabitants of our wooded and rural areas. The use of the first person detracts to some extent from the dramatic effect. For ages twelve to sixteen. Excellent for supplementary reading in natural science classes. M. S. S.

EDUCATIONAL CONFERENCES AND CONVENTIONS

- June 24-25: Eighteenth Annual Guidance and Personnel Conference, The University of Chicago, Chicago, Illinois.
- June 27-July 1: Nineteenth Annual Meeting, National School Public Relations Association, NEA, New York City.
- June 27-July 2: Ninety-second Annual Meeting, NEA, New York City.
- June 28-July 23: The University of Chicago Workshop in Reading, The University of Chicago, Chicago, Illinois.
- June 29-July 2: Seventeenth Annual Conference on Reading, The University of Chicago, Chicago, Illinois.
- July 5-7: American Home Economics Association, San Francisco, California.
- July 5-16: Conference in Elementary Education, Department of Elementary School Principals, NEA, with Northwestern University, Chicago, Illinois.
- July 5-16: Classroom Teachers National Conference, Newark, Delaware.
- July 19-23: Eighth Summer Workshop of the Foundation for Integrated Education, Wisconsin State College, Milwaukee, Wisconsin.
- July 23-25: Annual Convention, National Association of Education Secretaries, NEA, Eugene Oregon.
- August 22-25: Fourteenth Summer Meeting of the National Council of Teachers of Mathematics, University of Washington, Seattle, Washington.
- October 14-15: Thirty-seventh Annual Meeting, American Council on Education, Chicago, Illinois.
- November 7-13: American Education Week, sponsored by NEA, American Legion, Office of Education, National Congress of Parents and Teachers.

CHICAGO SCHOOLS JOURNAL

Volume XXXV

Nos. 9-10

May-June, 1954

